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ABSTRACT

Step-by-step procedures for utilizing the computer support system of Miami-Dade Community College's Life Lab program are described for the following categories: (1) Registration--Student's Lists and Labels, including three separate computer programs for current listings, next semester listings, and grade listings; (2) Competence and Resource Listings, including separate computer programs for adding and changing entries in the course guide and the competency-based learning workbook, learning resources encyclopedia and audio tape listings; (3) Interest Programs, including five computer programs for generating a student interest questionnaire, student interest listing, legend cards, advisor description cards, and master listing of advisor interests; (4) Evaluation Programs, including three computer programs for, among others, resource evaluation report, Life Lab feedback survey and staff activities log; and (5) Utilities Programs Used By Life Lab, including four computer programs for address labels, student transcripts, and special message labels. While the computer programs themselves are not included, all procedures for faculty, management and systems staff in compiling and entering data, in running the programs, and in handling output are detailed. Extensive exhibits are included throughout. (LH)

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LIFE LAB
COMPUTER SUPPORT SYSTEM'S
MANUAL

MIAMI-DADE COMMUNITY COLLEGE

(A Step-by-Step Guide for Usage of Life Lab
Procedures Requiring Computer Support)

by

BEATRICE D. LIPPMAN

and

STEPHEN WALFISH

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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JC 770 562

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INTRODUCTION

Life Lab's life blood is its communications systems.

How do we keep track of hundreds of students doing different things? How do we know which resources are useful to students and which are not? How do staff members know what their students really think (anonymously) about the kinds of support they try to provide? How do the administrators know what staff is doing when individual contracts and small groups take the place of classes? How do we describe goals and competencies for each course that must be updated frequently?

In one way or another, the main function of all our computer programs is to answer these questions. The computer greatly speeds up the collection and analysis of information. Thus, it can be a vital communications tool, but also a demanding one.

We want the computer to serve us rather than our serving the computer. To utilize these programs to their maximum, we have developed this manual which describes what each program does and how it works.

The persons mainly responsible have been Bea Lippman and Steve Walfish. In developing this manual, we have learned that it is a fantastically complex job to do a step-by-step guide for using each computer program.

I feel we are indebted to Bea and Steve for their meticulous work. I hope it will help us keep our Life Lab communications lines open and flowing. Only in this way will we have the kind of information we need to keep Life Lab alive and well in the changing years ahead.

Thank you Bea and Steve and all the others who have helped put this manual together.

McGregor Smith Jr.

McGregor Smith, Jr.
Director, Life Lab Grant

ACKNOWLEDGMENT:

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Dr. McGregor Smith, Jr. - Life Lab Grant Director

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Reinaldo M. Ferrer - Miami Dade Community College, Senior Computer Operator

Sharon Huff - Calligraphy

Life Lab Staff

Pam Johnson

Rita Smith

Secretarial

Anne Goff

Shirley Dollar

Bertie Garrastegui

Sharon Huff

Bonnie Pradhan

Jean Guthrie

ABOUT THE AUTHORS

BEATRICE D. LIPPMAN - B.A. - Philosophy; B.B.A. - Management, Florida International University, Miami, Florida.

Business Background: Registered Real Estate Broker, (operated own Real Estate Office), Hotel Manager, Registered Representative with Stock Brokerage Firm, (member of N. Y. Stock Exchange and other major Exchanges), Accountant, Office Manager, Publicity and Public Relations, Columnist.

Present Status: Staff Program Advisor with the Life Lab Program at Miami-Dade Community College (Downtown Campus). Was one of the early graduates in the program. Instructor - Astrology, Occult Studies and Parapsychology with the Continuing Education and Center for Continuing Education for Women (CCEW) Departments at Miami-Dade Community College (Downtown Campus).

Other Interests: Zen Macrobiotics, Natural Foods, Philosophy, Religion, Spiritual Healing and other Esoteric Studies, Humanistic and Transpersonal Psychology, Art and Music Appreciation, Opera, Ballet, Theatre, People, You and Me.

STEPHEN WALFISH - Received his Bachelor of Arts degree in Psychology from Carnegie-Mellon University and his Master of Arts degree in Educational Research from the University of Pittsburgh. He was Research Co-ordinator for the Life Lab Program from 1974 through 1976.

Present Status - He is presently the Research Specialist for the NSF grant to the Downtown Campus Math Lab.

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Part I

Registration - Student's Lists and Labels

PROCEDURE OUTLINE FOR THE LLR35J00 PROGRAM

MASTER LISTING OF LIFE LAB STUDENTS AND LABELS (NEXT SEMESTER)

PURPOSE

a) The LLR35J00 will produce an alphabetical print-out of all students registered for Life Lab for next semester and an alphabetical list of students by Advisor. This print-out will also list address, phone number, student number and courses registered for in the next semester plus additional information. (See print-out of LLR35J00 program for more details on this print-out.)

b) This program will produce labels with student's name, student number and address for next semester, either by advisor or by zip-code.
See Exhibit "35-E" for options (Data Process Service Request Form FDR 10/03/74 - DP11) and Step #9 of this Procedure outline.

PREPARATION -- PRIOR TO REGISTRATION

To set up the LLR35J00, steps 1-2-3-4 must be done two weeks prior to Life Lab Registration week. This is done only once during each semester and must be done before ordering the Master Listing of Life Lab Students (next semester).

LLR35J00

Step #1

Get the List of Courses to be offered by Life Lab for the coming (next) semester from the Life Lab Systems Co-ordinator. This should include Course Number, Sequence Number and Course Title. (See Exhibit "35-A").

Step #2

Turn this list over to the Computer Center, Room 1675, Downtown Campus for the LLR35J00 Program with Memo Form LLR35J00-1, (see Exhibit "35-B"). Fill this form out in Duplicate. File copy.

Step #3

Request from the Life Lab Systems Co-ordinator, the approximate number of students each Staff Advisor will carry for the next semester.

Step #4

Check the number of blank Program Advisor Assignment Cards for each Staff Advisor to determine if supply is sufficient. These blanks are in the Computer Co-ordinator's office. Maintain an over-supply of approximately 50% to allow for changes and errors.

Step #5

Order copies of each Staff Program Advisor Assignment Cards as follows:

a) Use Miami-Dade Community College - Data Process Service Request Form #JJF - 6/7/71 - DP11 (see Exhibit "35-C").

b) Decide how many cards you need for each Advisor. Take one sample card for each advisor that you need to order cards for. These are in the file in the Life Lab Computer Co-ordinator's office. Order in multiples of 10. Group the cards according to the number of duplicates to be requested. Mark each group with the number of duplicates needed, such as 10 copies -- 20 copies -- 30 copies, etc. Request that these cards be sorted alphabetically.

c) For New Advisors

List the names of new advisors and number of cards required on Data Process Service Request Form #JJF 6/7/71 - DP11 (see Step 5 (a) above or Exhibit "35-C"). When ordering do not use commas - Use last name - space - first name: for example, DOE JOHN.

* Note: It is possible that Computer Center will print the same number of cards for each advisor based on the largest amount requested. This may be due to the fact that it is easier to run them all the same than to stop and process each group separately.

d) Bring Service Request and sample cards to Computer Center, Room 1675, Downtown Campus.

e) Pick these cards up when they are finished and place them in special alphabetical file used for these cards in Computer Co-ordinator's office.

LIFE LAB REGISTRATION DAYS

Step #6

At Registration for Life Lab students, the file box of Staff Program Advisor Assignment Cards and special Mark-Sense pencils will be at one of the Steps of Registration.

a) The advisor assigned to this task will hand each student a Program Advisor Assignment Card with the name of the Advisor they will have in the next semester (the semester they are registering for), and a Mark-Sense pencil.

b) The student will bubble in his/her student number with the Mark-Sense pencil.

c) The bubbled-in Program Advisor Assignment Card and the Mark-Sense pencil are returned to the Staff member assigned to this job.

d) These bubbled-in cards are returned to the Life Lab Systems Co-ordinator at the end of each registration day.

e) Life Lab System Co-ordinator will turn these over to Life Lab Computer Co-ordinator.

After Registration

Step #7

After registration the Program Advisor Assignment Cards that are bubbled in are brought to the Computer Center, Room 1675, Downtown Campus, with a request for processing with the Mark-Sense Control Board, interpreting and sorting by advisor. It can be sorted by student number if desired. Use Data Processing Service Request form JJF 6/7/71 (see Exhibit "35-D").

Step #8

Pick up and file these cards (for LLR35J00) in a separate location in the Computer Co-ordinator's office. Use a magic marker on the top of the deck of cards to mark the year and the term to which these cards apply.

LLR35J00

Step #9

This step is to order a listing of students for next semester only. This can be done only after Life Lab registration and after steps 1 thru 8 above have been accomplished.

a) Call Computer Center, South Campus - phone #596-1231, to check if the "Scheduler" has been processed. No future semester programs can run until this has been accomplished.

b) Use Data Processing Service Request Form #FDR 10/3/74 DP 11. Cross out LLR12J00 near top of page and write in LLR35J00 (see Exhibit "35-E"). Check the options (as required), also check the two boxes on upper left side of form.

Option Group I

Select Option 1 - (Include Student Course Schedule on the Student Listing). Mark # of copies as indicated, usually 4 copies.*

Option Group II

Select Option 3 - (Print Student Listing in Staff Programmer by student name sequence.) Mark # of copies as indicated, usually 4 copies.*

Option Group III (PRINT SEQUENCE FOR STUDENT ADDRESS LABELS)

Select Option 3 - (Print Student Address Labels in Staff Programmer by student name sequence). Mark # of copies as indicated, usually 1 or 2 copies.

Step #12

Pick up print-out and Labels at the time designated on request form or contact the Computer Center at Ext. 6818 to verify when print-out will be ready to pick up. Pick up when ready. Replace file drawer of Staff Program Advisor Assignment Cards in cabinet in Computer Co-ordinator's office.

Step #13

Separate the original and 3 copies of the print-out. Computer Center may have done this for you.

Step #14

Keep original copy of the Print-out. Place in binder in the Life Lab Registration office.

Step #15

Separate 1st carbon copy of the print-out into sections by Program Advisor, whose name appear on the top of each page of the print-out.

Step #16

Hold alphabetical list from this 1st carbon copy of the print-out, for use if the need arises. Discard when a later print-out is available.

Step #17

Place the print-out for each Staff Advisor in that Advisor's Life Lab mailbox.

Step #18

Give the 2nd carbon copy of the complete print-out to the System Co-ordinator of Life Lab.

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Step #19

Place the 3rd carbon copy of the complete print-out in the binder which remains at the Front Desk.

Step #20

If the Labels are ordered, separate by Program Advisor and place in the individual Advisor's Life Lab mailbox. Labels ordered by zip code are given to the person who requested this.

Note: Each time you run the LLR35J00 program you will get a set of labels for listed students for whom there is a problem or incomplete data.

They will be designated Type 1-2-3-4 or 5:

Type #1 - Not Paid

Type #2 - No Life Lab Sequence Numbers

Type #3 - Not registered for College Credit

Type #4 - No Admission Record

Type #5 - Not Paid and no Life Lab Sequence Numbers.

These labels may be used for a mailing to contact these students. Students at the present time are meeting weekly, so their Advisors can be notified. Check this out with Life Lab Systems Co-ordinator for each semester.

LLR35J00

LATE REGISTRATION

After student has registered in Life Lab for next semester (at any time other than in the regular Life Lab registration period) these steps should be followed:

a) Take a blank Staff Program Advisor Assignment Card from the supply file for the advisor that will be working with that student in the next semester.

b) Write in student's name and student number. Use a Mark-Sense pencil to bubble in the student number in the special grid on the card.

c) Use the Data Processing Service Request form JJF - 6/7/71 - DP11 (see Exhibit "35-D"). Write in the space for Special instructions the following:

> "Process attached Staff Advisor Assignment Cards thru the Mark-Sense Control Board and interpret".

It is not necessary for these cards to be sorted alphabetically.

d) Pick up these cards when they are ready and interfile in file under proper advisor name. Be sure they are for the proper semester (the next semester, not the current semester.) These cards will be part of the entire Staff Program Advisor Assignment cards ready to be used in requesting a print-out for students registered for next semester (LLR35J00). See Step #10 in the LLR35J00 program.

LLR35J00

CHANGE IN ADVISOR

When a student changes advisors for next semester at any time except during Life Lab Registration do the following:

a) Remove the students card from the file of Staff Program Advisor Assignment Cards in the Life Lab Computer Co-ordinator's office. These will be under the Advisor's name for next semester.*

* Note: If cards are filed by student number, find it that way.

b) Take blank Staff Program Advisor Assignment Card from the file box where all Advisors' Cards are stored. This card should have the name of the new Advisor for the next semester on top. Write in student's name and student number. Use a Mark-Sense pencil to bubble in the student's number.

c) At anytime that you request a print-out of the next semester student listing bring all new bubbled-in Staff Program Advisor Assignment Cards to the Computer Center, Room 1675, Downtown Campus. Keep these Cards in a separate pack. Write instructions on page two of Data Processing Service Request forms FDR 10/03/75 DP 11 (see Exhibit "35-E") as follows:

"The attached are Staff Program Advisor Assignment Cards. Process through Mark-Sense Control Board and interpret. Include in this print-out."

d) These cards will be returned separately when the print-out is ready. The Life Lab Computer Co-ordinator should then inter-file these cards alphabetically by Advisor, with the other cards being returned with this print-out.

LLR35J00

STUDENT ADDRESS LABELS ONLY

To order a set of student address labels only for next semester's students fill out Data Processing Service Request Form #FDR 10/31/74 as follows (see Exhibit "35-F"):

a) Cross out LLR12J00

b) Write in LLR35J00, check 2 boxes on upper left side of Service Request as indicated.

c) Check uptions as follows

Option Group I

Select Option 1, mark 0 (zero) copies.

Option Group II

Select Option 3, mark 0 (zero) copies.

Option Group III

Select Option 3 if labels are needed by advisor.

Select Option 5 if labels are needed by zip code.

Mark number of copies needed.

Option Group IV

Select Option 1, mark 0 (zero) copies.

d) Take filled out Service Request Form and Staff Program Advisor Assignment Cards from LLR35J00 file to Computer Center, Room 1675, Downtown Campus.

e) Pick up labels and cards when completed.

f) Return Staff Program Advisor Assignment Cards to LLR35J00 file in Computer Co-ordinator's office.

LLR35J00

Note: Computer Co-ordinator should check with Life Lab Systems Co-ordinator if labels are needed for a student mailing. If so, order 1 set of labels in zip code sequence (option #5): See copy of Request (Exhibit "35-E"). If no labels are desired, select option 3 and indicate 0 (zero) copies.

Option Group IV

Select Option 1 - (Print the Student Listing that shows Staff Programmer Assignment for each student in student name sequence). Mark # of copies, as indicated, usually 4 copies.*

*Note: Computer print-outs are printed in sets of 2 or 4. If you need 6 copies, you'll probably get 8 copies as it is easier to run the 4-part sheets twice than to reset the machine from the 4-part to the 2-part sheets.

c) Complete the bottom of the form and sign.

Step #10

Take the Staff Program Advisor Assignment Cards for all Life Lab Advisors from the new LLR35J00 file that was created in Computer Co-ordinator's office. DO NOT USE the cards in the LLR12J00 file.

Step #11

a) Take filled out Service Request from Step #9.

b) Take Staff Program Advisor Assignment cards from Step #10 (take complete file drawer for convenience.)

c) Bring these to Computer Center, Room 1675, Downtown Campus.

g) If labels ordered are by Advisor, distribute through Advisors' mailboxes.

If labels ordered are by zip-code, give them to person who requested them.

Exhibit "35-A"

LIFE LAB

Permission for enrollment in Life Lab courses must be obtained from Life Lab Coordinators Esther Colliflower, L. Kim Porter or Norma Watkins. Students may contract to take three to five courses on a largely self-directed plan.

You may not sign up for English 120 or 121 in Life Lab until you have demonstrated competence in writing. See your Advisor about this.

SEQUENCE	COURSE	COURSE TITLE	CREDITS
07000	ANT 210	Intro to Phys Anthrop	3.0
07005	ANT 220	Intro Culture Anthrop	3.0
07010	ART 187	Art in Elem School	3.0
07015	BIO 100	Fund of Biology	3.0
07020	BIO 102	General Edu Biology	3.0
07025	BIO 206	Natural Hist So Fla	3.0
07030	COM 207	Imaginative Writing I	3.0
07035	COM 209	Imaginative Writing II	3.0
07040	ECY 101	Man and Environment	3.0
07045	EDF 205	Amer Edu in Transit	3.0
07050	EDU 101	Intro to Education	3.0
07055	EIM 205	Intro Audio Visual	3.0
07060	ENG 120	English Composition I	3.0
07065	ENG 121	English Composition II	3.0
07070	GEO 201	Conser/Nat Resources	3.0
07075	GEY 101	General Ed Earth Sci	3.0
07080	HEN 201	Health Education	3.0
07085	HIS 253	Florida History	3.0
07090	HUM 201	Humanities I	3.0
07095	HUM 202	Humanities II	3.0
07100	LIT 238	Contemporary Literature	3.0
07105	LIT 242	Afro-Amer Literature	3.0
07110	MAT 201	Gen Education Math	3.0
07115	MUY 102	Music Skills	3.0
07120	PHI 201	Intro to Philosophy	3.0
07125	PHI 250	Philosophy/Religion	3.0
07130	PHI 270	Intro Eastrn Philosp	3.0
07135	POS 204	American Federal Gov	3.0
07140	POS 205	State & Loc Gov/Amer	3.0
07145	PSY 102	Psych Career Adjust	3.0
07150	PSY 211	Intro to Psychology	3.0
07155	PSY 212	Dynamics of Behavior	3.0
07160	PSY 241	Human Growth & Devel	3.0
07165	REL 110	Relig/Old Testament	3.0
07170	REL 112	Relig/New Testament	3.0
07175	SOC 201	Intro to Sociology I	3.0
07180	SOC 202	Intro to Sociology II	3.0
07185	SOC 210	Social Problems	3.0
07190	SOC 220	Marriage & the Family	3.0
07195	SOP 210	Human Relations	3.0
07200	SOP 220	Human Sexuality	3.0
07205	SPE 120	Fund of Public Speak	3.0
07210	SSS 101	Social Science I	3.0
07215	SSS 102	Social Science II	3.0
07220	SSS 105	American Culture	3.0

Exhibit "35-B" (page 1)

____
Date

MEMORANDUM

TO: Director Computer Center D.T.C. Room 1675

FROM: Life Lab

RE: LLR35J00

Attached please find the list of courses available thru Life Lab for the ___Fall - 76-1___ semester.

This information is to be used to generate the Life Lab Course Table Cards for the LLR35J00 program.

Thank you.

By__________________________

Enclosure

MEMO-LLR35J00-1
BDL-1/76

Exhibit "35-B" (page 2)

LIFE LAB

Permission for enrollment in Life Lab courses must be obtained from Life Lab Coordinators Esther Colliflower, L. Kim Porter or Norma Watkins. Students may contract to take three to five courses on a largely self-directed plan.

You may not sign up for English 120 or 121 in Life Lab until you have demonstrated competence in writing. See your Advisor about this.

SEQUENCE	COURSE	COURSE TITLE	CREDITS
07000	ANT 210	Intro to Phys Anthrop	3.0
07005	ANT 220	Intro Culture Anthrop	3.0
07010	ART 187	Art in Elem School	3.0
07015	BIO 100	Fund of Biology	3.0
07020	BIO 102	General Edu Biology	3.0
07025	BIO 206	Natural Hist So Fla	3.0
07030	COM 207	Imaginative Writing I	3.0
07035	COM 209	Imaginative Writing II	3.0
07040	ECY 101	Man and Environment	3.0
07045	EDF 205	Amer Edu in Transit	3.0
07050	EDU 101	Intro to Education	3.0
07055	EIM 205	Intro Audio Visual	3.0
07060	ENG 120	English Composition I	3.0
07065	ENG 121	English Composition II	3.0
07070	GEO 201	Conser/Nat Resources	3.0
07075	GEY 101	General Ed Earth Sci	3.0
07080	HEN 201	Health Education	3.0
07085	HIS 253	Florida History	3.0
07090	HUM 201	Humanities I	3.0
07095	HUM 202	Humanities II	3.0
07100	LIT 238	Contemporary Literature	3.0
07105	LIT 242	Afro-Amer Literature	3.0
07110	MAT 201	Gen Education Math	3.0
07115	MUY 102	Music Skills	3.0
07120	PHI 201	Intro to Philosophy	3.0
07125	PHI 250	Philosophy/Religion	3.0
07130	PHI 270	Intro Eastrn Philosp	3.0
07135	POS 204	American Federal Gov	3.0
07140	POS 205	State & Loc Gov/Amer	3.0
07145	PSY 102	Psych Career Adjust	3.0
07150	PSY 211	Intro to Psychology	3.0
07155	PSY 212	Dynamics of Behavior	3.0
07160	PSY 241	Human Growth & Devel	3.0
07165	REL 110	Relig/Old Testament	3.0
07170	REL 112	Relig/New Testament	3.0
07175	SOC 201	Intro to Sociology I	3.0
07180	SOC 202	Intro to Sociology II	3.0
07185	SOC 210	Social Problems	3.0
07190	SOC 220	Marriage & the Family	3.0
07195	SOP 210	Human Relations	3.0
07200	SOP 220	Human Sexuality	3.0
07205	SPE 120	Fund of Public Speak	3.0
07210	SSS 101	Social Science I	3.0
07215	SSS 102	Social Science II	3.0
07220	SSS 105	American Culture	3.0

Exhibit "35-C" part 1

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ____________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
	Program Advisor Bubble Cards for attached cards in quantities as designated	
	Sort alphabetically	

SPECIAL INSTRUCTIONS:

Keypunch program advisor bubble cards for the following new advisors:

DOE JOHN	30 cards
ROE JANE	30 cards
BROWN JAMES	60 cards

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: ____________
ACCT. CODE: ____________
PHONE EXT.: ____________

JJF - 6/7/71
DP 11
Downtown

Exhibit "35-C" part 2

LIPPMAN BEA 3

SEQ. NO.	SECTION	COURSE ABR.	COURSE	DAYS AND TIME OF CLASS MEETING	ROOM NUMBER	SEAT NO.		SPEC. FEES		SEM. HRS.	

DO NOT MARK BUBBLES
FOR ADMINISTRATIVE USE ONLY

MIAMI DADE COMM. COLLEGE REV. 11/72

LEWIS 12407

⊂0⊃⊂0⊃⊂0⊃⊂0⊃⊂0⊃⊂0⊃⊂0⊃
⊂1⊃⊂1⊃⊂1⊃⊂1⊃⊂1⊃⊂1⊃⊂1⊃
⊂2⊃⊂2⊃⊂2⊃⊂2⊃⊂2⊃⊂2⊃⊂2⊃
⊂3⊃⊂3⊃⊂3⊃⊂3⊃⊂3⊃⊂3⊃⊂3⊃
⊂4⊃⊂4⊃⊂4⊃⊂4⊃⊂4⊃⊂4⊃⊂4⊃
⊂5⊃⊂5⊃⊂5⊃⊂5⊃⊂5⊃⊂5⊃⊂5⊃
⊂6⊃⊂6⊃⊂6⊃⊂6⊃⊂6⊃⊂6⊃⊂6⊃
⊂7⊃⊂7⊃⊂7⊃⊂7⊃⊂7⊃⊂7⊃⊂7⊃
⊂8⊃⊂8⊃⊂8⊃⊂8⊃⊂8⊃⊂8⊃⊂8⊃
⊂9⊃⊂9⊃⊂9⊃⊂9⊃⊂9⊃⊂9⊃⊂9⊃

SCHEDULE
COURSE CARD

STUDENT NAME ____________________

STUDENT NUMBER ____________________

PHONE NUMBER ____________________

M-DCC TASK FORCE MAR. 66 JAD-3

YOU MUST SURRENDER THIS CARD
PER REGISTRATION INSTRUCTIONS
BEFORE YOUR REGISTRATION IS COMPLETE.

STUDENT NUMBER	DAYS	OPEN TIME	CLOSE TIME	DAYS	OPEN TIME	CLOSE TIME	COURSE ABBREV.	COURSE NO.	COURSE TITLE	ROOM NUMBER	SEC.	CAMPUS	DIV.	DEPT	TR & TEAM	CLOCK HOURS	SEM. HRS.	SPEC FEES	SEAT NO.	SEQUENCE NUMBER	CODE

Exhibit "35-D" part 1

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ______________

INSTRUCTIONS:

WORK ORDER NO. __________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
	Process attached Staff Program advisor assignment Cards thru Mark-Sense Control Board	
	Interpreting and sorting alphabetically	

SPECIAL INSTRUCTIONS: ______________

SUPPLIES FORWARDED: ______________

DATE OF REQUEST: __________ DATE WANTED: __________ DATE COMPLETE: __________

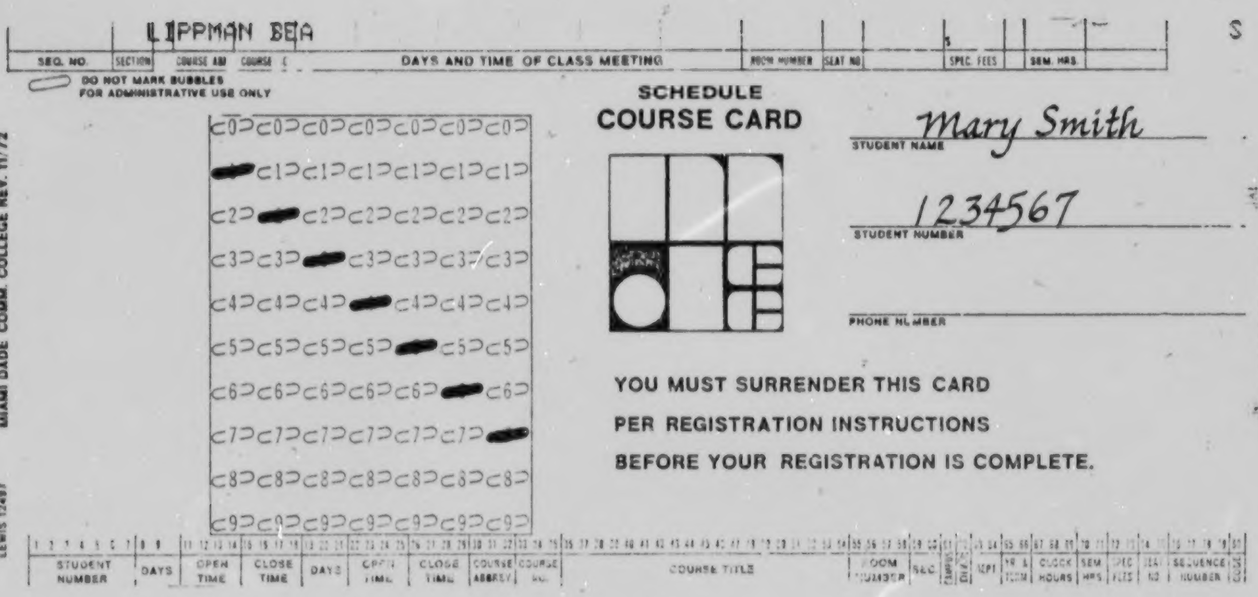
SIGNATURE OF OPERATOR: ______________

SIGNATURE OF RECIPIENT: ______________

ORIGINATOR: ______________
DEPARTMENT: ______________
ACCT. CODE: ______________
PHONE EXT.: ______________

JJF-6/7/71
DP 11
Downtown

Exhibit "35-D" part 2



LIPPMAN BEA

S

SEQ. NO. | SECTION | COURSE AB | COURSE | DAYS AND TIME OF CLASS MEETING | ROOM NUMBER | SEAT NO | SPEC. FEES | SEM. HRS.

DO NOT MARK BUBBLES
FOR ADMINISTRATIVE USE ONLY

MIAMI DADE COMM. COLLEGE REV. 11/72

LEWIS 12497

c0⊃c0⊃c0⊃c0⊃c0⊃c0⊃c0⊃
● c1⊃c1⊃c1⊃c1⊃c1⊃c1⊃
c2⊃ ● c2⊃c2⊃c2⊃c2⊃c2⊃
c3⊃c3⊃ ● c3⊃c3⊃c3⊃c3⊃
c4⊃c4⊃c4⊃ ● c4⊃c4⊃c4⊃
c5⊃c5⊃c5⊃c5⊃ ● c5⊃c5⊃
c6⊃c6⊃c6⊃c6⊃c6⊃ ● c6⊃
c7⊃c7⊃c7⊃c7⊃c7⊃c7⊃ ●
c8⊃c8⊃c8⊃c8⊃c8⊃c8⊃c8⊃
c9⊃c9⊃c9⊃c9⊃c9⊃c9⊃c9⊃

SCHEDULE
COURSE CARD

Mary Smith
STUDENT NAME

1234567
STUDENT NUMBER

PHONE NUMBER

YOU MUST SURRENDER THIS CARD
PER REGISTRATION INSTRUCTIONS
BEFORE YOUR REGISTRATION IS COMPLETE.

M-DCC TASK FORCE MAR. 66 JAD-3

STUDENT NUMBER | DAYS | OPEN TIME | CLOSE TIME | DAYS | OPEN TIME | CLOSE TIME | COURSE ABBREV | COURSE NO. | COURSE TITLE | ROOM NUMBER | SEC | CAMPUS | DIV | DEPT | YR & TERM | CLOCK HOURS | SEM HRS | SPEC FEES | SEAT NO | SEQUENCE NUMBER | CODE

Exhibit "35-E"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP # Date______________

☑ ______ ______ LLR35J00 ~~LLR12J00~~: PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.

☑ ______ ______

USE THE FOLLOWING CHECKED OPTIONS:

	#1	#2
10	1	
	4 copies	____

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

-OR-

2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

11	3	
	4 copies	____

II. PRINT SEQUENCE FOR STUDENT LISTING.

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

** AND **

12	3	5
	1 copies	1

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

-OR-

5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

** AND **

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSINGMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 ☐ 1 ☐

4 copies ____

☐ ______ ______ SAS01J00 GUM LABELS. _____copies.

☐ ______ ______ LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______ LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☐ ______ ______ LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
	The attached Staff Program Advisor Assignment Cards:-	
	Process thru Mark-Sense Control Board and interpret	
	Include in this print-out.	

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request____________ Date Wanted____________ Date Completed____

Signature of Operator____________ Recipient____________

Originator____________ Dept.____________ Acc. No.________

FDR 10/03/74

DP 11

Exhibit "35-J"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP # Date______________

☑ ______ ______ ~~LLR12J00~~ LLR35J00: PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.

☑ ______ ______ USE THE FOLLOWING CHECKED OPTIONS:

	#1	#2
10	1	
	0 copies	____

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

-OR-

2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

	#1	#2
11	3	
	0 copies	____

II. PRINT SEQUENCE FOR STUDENT LISTING.

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

** AND **

	#1	#2
12	3	5
	1 copies	1

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

-OR-

5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

** AND **

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSINGMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 1 ☐

0 copies ____

☐ ______ ______SAS01J00 GUM LABELS. _____copies.

☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☐ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request____________ Date Wanted____________ Date Completed____

Signature of Operator____________ Recipient____________

Originator____________ Dept.____________ Acc. No.____

FDR 10/03/74

DP 11

PROCEDURE OUTLINE FOR THE LLR12J00 PROGRAM

MASTER LISTING OF LIFE LAB STUDENTS - LABELS - UPDATE (CURRENT SEMESTER)

PURPOSE

a) The LLR12J00 will produce an alphabetical print-out of all students registered for Life Lab for the current semester - and an alphabetical list of students by advisors. The print-out will also list address, phone number, student number and courses registered for, in the current (on-going) semester - plus additional information. (See print-out of LLR12J00 for more details on this program.)

b) This program will produce labels with student's name, student number and address for students enrolled in Life Lab for the current semester.

c) This program will add to the print-out, the information provided by the Interim Updates and Final Updates of the semester under each student listing. (See Data Process Service Request Form FDR 10/03/74-DP 11, (Exhibit "12-B") for options; and Step #5 of this Procedure Outline)

PREPARATION - TO SET UP THE LLR12J00.

Step 1-2-3-4 must be done during the 1st week of the semester. This is done once only during each semester, and must be done before ordering the master listing of Life Lab students for the first time.

Step #1

Read Procedure Outline for the LLR35J00 Program of Student Listing for the Next Semester.

Step #2

Remove the Staff Program Advisor Assignment Cards of the prior semester from the LLR12J00 file in the Life Lab Computer Co-ordinator's office. Place these cards in the Storage Area for future reference use only.

Step #3

Transfer the Staff Program Advisor Assignment Cards from the LLR35J00 file (which was the Prior Semester's Registration Package) to the LLR12J00 file. These are now the current semester cards.

Step #4

Make the Memo LLR12J00-1 duplicate and retain one copy for files. (See Exhibit "12-A"). Send the original memo to the Computer Center, Downtown Campus, Room 1675 to do the following:

a) Remove and store the Life Lab Course Table Cards for LLR12J00 in off-line Storage.

b) Transfer the Life Lab Course Table Cards for LLR35J00 in off-line Storage to LLR12J00 to be held in off-line Storage.

Step #5

Use Data Processing Service Request Form -- #FDR-10/03/74 DP 11 (See - Exhibit "12-B"). Check options (as required), also check the two boxes on upper left side of the form.

Option Group I

Select Option 3 - (Print Student Course Schedule on the Student Listing.)

Mark # of Copies as indicated, usually 4 Copies.*

Option Group II

Select Option 3 - (Print Student Listing In Staff Programmer By Student Name Sequence.) Mark # of Copies as indicated, usually 4 Copies.*

LLR12J00

Option Group III

Select Option 3 - (Print Student Address Labels In Staff Programmer By Student Name Sequence.) Mark # of Copies as indicated, usually 1 or 2 Copies.

Note:

The Computer Co-ordinator should check with the Life Lab Systems Co-ordinators if labels are needed for a student mailing. If so, order 1 set of labels in Zip Code Sequence (option #5). See copy of Service Request (Exhibit "12-B"). If no labels are desired select Option 3 and indicate 0 (zero) copies.

Option Group IV

Select Option 1 - (Print the Student Listing that shows Staff Programmer Assignment For Each Student In Student Name Sequence.)

Mark # of Copies as indicated, usually 4 Copies.*

Step #6

Take Staff Program Advisor Assignment Cards for all the Life Lab Advisors from the LLR12J00 file in the Life Lab Computer Co-ordinator's Office.

Step #7

a) Take the filled-out Service Request from Step #5.

b) Take the Staff Program Advisor Assignment Cards from Step #6. (Take complete File Drawer for Convenience.)

c) Bring these to the Computer Center, Room 1675 - Downtown Campus.

Step #8

Pick up the print-out and the labels at the time designated on the Service Request form or contact Computer Center at Ext. 6818 to verify when the print-out will be ready to be picked up. Pick up when ready. Replace the File Drawer of the Staff Program Advisor Assignment Cards in the Cabinet in the Computer Co-ordinator's office.

Step #9

Separate the original and 3 copies of the print-out. The Computer Center may have done this for you.

Step #10

Keep original copy of the print-out. Place in the binder in the Life Lab Registration Office.

Step #11

Separate the 1st carbon copy of the print-out into sections by Program Advisor. These names appear on the top of each page of print-out.

Step #12

Hold the alphabetical list from this 1st carbon copy of the print-out for use if the need arises. Discard when a later print-out is available.

Step #13

Place the print-out for each Staff Advisor in that Advisor's Life Lab Mailbox.

Step #14

Give the 2nd carbon copy of the complete print-out to the Systems Co-ordinator.

Step #15

Place the 3rd carbon copy of complete print-out in the binder which remains at the Front Desk.

Step #16

If Labels are ordered, separate them by Program Advisor and place them in the individual Advisor's Life Lab Mailbox. Labels ordered by zip-code sequence are given to the person who requested them.

(See Note on next page).....

LLR12J00

Note: Each time you run the LLR12J00 program you will get a set of labels for listed students for whom there is a problem or incomplete data. They will be designated:

Type #1-2-3-4 or 5:
Type #1 - Not paid
Type #2 - No Life Lab Sequence Numbers
Type #3 - Not registered for College Credit
Type #4 - No Admission Record
Type #5 - Not paid and no Life Lab Sequence Numbers

These labels may be used for a mailing to contact these students. Students at the present time are meeting weekly, so their Advisors can be notified. Check this out with Life Lab Systems Co-ordinator for each semester.

LLR12J00

UPDATES

a) After the Interim or Final Updates, the Life Lab Advisors will leave the completed Update Forms in a designated box in the Computer Co-ordinator's office. During this period, as these Update forms accumulate, they should be brought to the Computer Center, Downtown Campus, Room 1675 for key-punching each morning.

b) Pick up the Update Forms, which will be marked "Punched" and the Computer Cards for these completed forms.

c) File the cards behind the LLR12J00 Program Advisor Assignment Cards (as they will be used together in the next print-out). Be sure these are banded together and separated from the Program Advisor Assignment Cards. Mark top of deck with year and Term with a felt tip marker (e.g. 75-1).

d) At the time of the next request for the LLR12J00 print-out include the computer Update cards with the entire packet and request. No further instructions need be given. The cards will indicate that the Update should be run in that print-out.

LLR12J00

LATE REGISTRATION

After a student has registered in Life Lab for the current semester (at any time other than the regular Life Lab Registration period) the following steps should be followed:

a) Take a blank Staff Program Advisor Assignment Card from the supply file for the Advisor that will be working with that student in the current semester.

b) Write in student's name and student number. Use a Mark-Sense pencil to bubble in the student number in the special grid on the card.

c) Use the Date Processing Service Request Form JJF-6/7/71 DP11 (see Schedule "12-E"). Write in the space for Special Instructions the following:
"Process Attached Staff Program Advisor Assignment Cards through the Mark-Sense Control Board and Interpret."
It is not necessary for these cards to be sorted alphabetically.

d) Pick up these cards when they are ready and interfile in drawer file under the proper Advisor's name.
These cards will be part of the entire Staff Program Advisor Assignment Cards ready to be used in requesting a print-out for students registered for current semester. (See Step #6 in the LLR12J00 program.)

CHANGE IN ADVISOR

When a student changes Advisors any time during the current semester except during Life Lab Registration for the next semester, do the following:

a) Remove the student's card from the file of the Staff Program Advisor Assignment Cards in the Life Lab Computer Co-ordinator's office. These will be under the Advisor's name.

Note: If cards are filed by student number, find it that way.

b) Take blank Staff Program Advisor Assignment Card from the file box where all Advisors' cards are stored. This card should have the name of the new Advisor on top. Write in student's name and student number. Use a Mark-Sense pencil to bubble in the student number.

c) At anytime that you request a print-out of the current semester's students, bring all new bubbled-in Staff Program Advisor Assignment Cards to the Computer Center, Room 1675, Downtown Campus. Keep these cards in a separate pack.

Write instructions on page two of Data Processing Service Request Form FDR 10/03/74 DP11 (see Exhibit "12-C") as follows: "The attached are Staff Program Advisor Assignment Cards."

Process thru Mark-Sense Control Board and Interpret. Include in this print-out."

d) These cards will be returned separately when the print-out is ready. The Life Lab Computer Co-ordinator should inter-file these cards alphabetically by Advisor with the other cards returned with this print-out.

LLR12J00

STUDENT ADDRESS LABELS ONLY

To order a set of student address labels only for current semester's students fill out Data Processing Service Request Form #FDR 10/31/74 as follows (see Exhibit "12-D"):

a) Check two boxes on upper left side of Service Request as indicated.

b) Check options as follows:

Option Group I

Select Option 1, mark 0 (zero) copies.

Option Group II

Select Option 3, mark 0 (zero) copies.

Option Group III

Select Option 3 if labels are needed by advisor.

Select Option 5 if labels are needed by zip code.

Mark number of copies needed.

Option Group IV

Select Option 1, mark 0 (zero) copies.

c) Take filled out Service Request Form and Staff Program Advisor Assignment Cards from LLR12J00 file to Computer Center, Room 1675, Downtown Campus.

d) Pick up labels and cards when completed.

e) Return Staff Program Advisor Assignment Cards to LLR12J00 file in Computer Co-ordinator's office.

f) If labels ordered are by advisor, distribute through Advisor's mail-boxes.

If labels ordered are by zip-code, give them to person who requested them.

Exhibit "12-A"

Date

MEMORANDUM

TO: Computer Center, Downtown Campus, Room 1675

FROM: Life Lab Computer Co-ordinator

RE: LLR12J00

Please remove and store off-line for future use with LLR30J00, the Life Lab Course Table Cards, currently for the LLR12J00.

Please transfer the Life Lab Course Table Cards for LLR35J00 in off-line storage to LLR12J00 to be held in off-line storage.

Thank you.

By: ____________________

MEMO-LLR12J00-1
BDL-1/76

Exhibit "12-B"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP # Date______________

☑ ______ ______LLR12J00: PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.
USE THE FOLLOWING CHECKED OPTIONS:

☑ ______ ______

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

	#1	#2
10	1	
	4 copies	____

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.
-OR-
2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

II. PRINT SEQUENCE FOR STUDENT LISTING.

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.
-OR-
2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.
-OR-
3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.
-OR-
4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

11	3	
	4 copies	____

** AND **

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.
-OR-
2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.
-OR-
3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.
-OR-
4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.
-OR-
5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

12	3	5
	1 copies	1

** AND **

PAGE TWO

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 ☐1 ☐

4 copies ____

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

☐ ______ ______SAS01J00 GUM LABELS. _____copies.
☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.
☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.
☐ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request____________________ Date Wanted______________ Date Completed____

Signature of Operator____________________ Recipient____________________

Originator______________________________ Dept.________________ Acc. No.______

FDR 10/03/74

DP 11

Exhibit "12-C"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # **HASP #** Date______________

☑ ______ ______ LLR12J00: PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.
USE THE FOLLOWING CHECKED OPTIONS:

☑ ______ ______

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

	#1	#2
10	1	
	4 copies	____

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

-OR-

2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

II. PRINT SEQUENCE FOR STUDENT LISTING.

	#1	#2
11	3	
	4 copies	____

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

** AND **

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

	#1	#2
12	3	5
	1 copies	1

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

-OR-

5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

** AND **

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSINGMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 ☐ 1 ☐

4 copies ____

☐ ______ ______SAS01J00 GUM LABELS. _____copies.

☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☐ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
	The attached are Staff Program	
	advisor Assigment Cards.	
	Process thru Mark-Sense Control	
	Board and Interpret. Include in	
	this print-out.	

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request______________ Date Wanted______________ Date Completed____

Signature of Operator______________ Recipient______________

Originator______________ Dept.______________ Acc. No.________

FDR 10/03/74

DP 11

Exhibit "12-D"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # **HASP #** Date______________

☑ ______ ______LLR12J00: PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.
USE THE FOLLOWING CHECKED OPTIONS:

☑ ______ ______

	#1	#2
10	1	
	0 copies	____

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.
-OR-
2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

II. PRINT SEQUENCE FOR STUDENT LISTING.

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.
-OR-
2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.
-OR-
3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.
-OR-
4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

11	3	
	0 copies	____

** AND **

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.
-OR-
2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.
-OR-
3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.
-OR-
4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.
-OR-
5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

12	3	5
	1 copies	1

** AND **

PAGE TWO

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSINGMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 ☐1 ☐

0 copies ____

☐ ______ ______SAS01J00 GUM LABELS. _____copies.

☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☐ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request____________________ Date Wanted______________ Date Completed____

Signature of Operator____________________ Recipient____________________

Originator____________________ Dept.______________ Acc. No.______

FDR 10/03/74

DP 11

Exhibit "12-E"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR12J00		

SPECIAL INSTRUCTIONS:

Process attached Staff Program Advisor assignment Cards through Mark-Sense Control Board and interpret

SUPPLIES FORWARDED: ________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ________

SIGNATURE OF RECIPIENT: ________

ORIGINATOR: ________
DEPARTMENT: Life Lab
ACCT. CODE: ________
PHONE EXT.: 6768

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR30J00 PROGRAM

LIFE LAB STUDENT LISTING WITH FINAL GRADES

PURPOSE

a) The LLR30J00 will produce an alphabetical print-out of all students registered for Life Lab for any past semester and an alphabetical list of students by Advisor. The print-out will also list address, phone number, student number, courses and final grades for the semester requested.

b) This program will produce labels with student's name, student number and address for students registered for that past semester.

c) This program will add to the print-out, the information provided by Interim Updates and Final Updates of the past semester.

Note: Reasonable time should be permitted (at least six weeks) for grade changes and corrections to be processed by the Registrar's Office. This program should only be run every semester by special request of the System's Co-ordinator.

When you receive a request for a listing or printing of student grades for any past semester, do the following:

Step # 1 Locate the Staff Program Advisor Assignment Cards for the year and semester requested. These are in storage in the Life Lab Computer Co-ordinator's Office.

Step #2 Locate the Interim Update and Final Update cards for the year and semester requested. These are in storage in the Life Lab Computer Co-ordinator's office.

Step #3 Use Data Processing Service Request Form FDR-10/03/74-DP11. Cross out LLR12J00 near top of page and write in "LLR30J00" (see Exhibit "30-A"). Check the two boxes on the upper left side of the form.

Step #4 Check the options as follows:

Option Group I

Select Option 1 - (Include Student Course Schedule on the Student Listing.) Mark 2 copies as indicated.

Option Group II

Select Option 3 - (Pring Student Listing in Staff Programmer By Student Name Sequence.) Mark 2 copies as indicated.

Option Group III (Print sequence for student address labels.)

Option 3 - (Print Student Address Labels in Staff Programer By Student Name Sequence.) Mark 0 (zero) copies as indicated.

Option Group IV

Select Option 1 - (Print the Student Listing that shows Staff Programmer Assignment For Each Student In Student Name Sequence.) Mark 2 copies as indicated.

Step #5 On page two of service request form under brief description write "RUN LLR30J00 FOR SEMESTER (YEAR/NUMBER)" eg., 75-1.

Step # 6

a) Take Staff Program Advisor Assignment cards from Step #1

b) Take Interim and Final Update Cards from Step #2

c) Take Data Processing Service Request from Steps #3 thru 5.

d) Bring these to Computer Center, Room 1675, Downtown Campus.

Step # 7

Pick up Print-out at the time designated on request form or contact the Computer Center at Ext. 6818 to verify when Print-out will be ready to pick up. Pick up when ready. Replace Staff Program Advisor Assignment Cards and Update Cards in storage file in Computer Co-ordinator's office.

Step # 8

Separate the original and 1 copy of the Print-out. Computer Center may have done this for you.

Step # 9

Keep original copy of the Print-out. Place in a binder in the Life Lab Registration office.

Step # 10

Hold alphabetical list from this 1st carbon copy of the Print-out, for use if the need arises.

Step # 11

Place the Print-out for each Staff Advisor in that Advisor's Life Lab mail-box.

Exhibit - "30-A"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP # Date______________

☑ ______ ______ LLR30J00 ~~LLR12J00~~. PRODUCE LIFE LAB STUDENT LISTING AND ADDRESS LABELS.
USE THE FOLLOWING CHECKED OPTIONS:

☑ ______ ______

I. OPTIONS FOR STUDENT COURSES ON THE STUDENT LISTING.

	#1	#2
10	1	
	2 copies	____

1) INCLUDE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

-OR-

2) DO NOT INCLUDE THE STUDENT COURSE SCHEDULE ON THE STUDENT LISTING.

** AND **

II. PRINT SEQUENCE FOR STUDENT LISTING.

11	3	
	2 copies	____

1) PRINT STUDENT LISTING IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT LISTING IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT THE STUDENT LISTING IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

** AND **

III. PRINT SEQUENCE FOR STUDENT ADDRESS LABELS.

12	3	
	0 copies	____

1) PRINT STUDENT ADDRESS LABELS IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT STUDENT ADDRESS LABELS IN STUDENT NUMBER SEQUENCE.

-OR-

3) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NAME SEQUENCE.

-OR-

4) PRINT STUDENT ADDRESS LABELS IN STAFF PROGRAMMER BY STUDENT NUMBER SEQUENCE.

-OR-

5) PRINT STUDENT ADDRESS LABELS IN ZIP CODE SEQUENCE.

** AND **

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 1 ☐

2 copies ____

☐ ______ ______SAS01J00 GUM LABELS. _____copies.

☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☐ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES____.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
	Run LLR30J00 for semester 75-1.	

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request____________________ Date Wanted______________ Date Completed____

Signature of Operator______________________ Recipient____________________

Originator____________________________ Dept.______________ Acc. No.________

FDR 10/03/74

DP 11

Part II

Competence and Resource Listings

PROCEDURE OUTLINE FOR THE LLR06J00 PROGRAM

COMPETENCY BASED COURSE GUIDE LISTING

PURPOSE

a) The LLR06J00 will produce a listing of all Life Lab Courses, including a catalogue description of the course, examples of competencies and resources.

b) It will also allow for changes in any of the above.

PREPARATION

For changes in content in the Life Lab Competency Based Learning Workbook:

The computer cards for the Life Lab's Competency Based Learning Workbook are in the computer card file in the Life Lab Computer Co-ordinator's Office. This is the base of the Life Lab's Learning Workbook. Listings may be added or dropped at any time through the procedure that follows:

LLR06J00

TO ADD A COURSE GUIDE FOR A NEW LIFE LAB COURSE

Step #1

The current editor of the Life Lab Competency Based Learning Workbook assigns to the course a 3-digit number not currently used in the Learning Workbook.

Step #2

The Competency Workbook Editor is responsible for writing or delegating the writing of the "Introduction to the Course," "Purpose of the Course," "Contributors to the Course Guide," and a maximum of eleven (11) competencies and corresponding resources.

The entries should follow the format found in the Life Lab Competency Learning Workbook.

a) The "Computer Systems - Suggested Additions or Subtractions Form," presently available may be used, with modifications or a new form designed if a substantial revision of the Learning Workbook is planned.

b) This form contains 2 sections for information. They should be utilized as follows:

   (1) The first entry form for each Course Guide should contain:

      - The Course Guide Heading
      - Contributors to this Course Guide

        (See Exhibit "6-A")

Step #4 - Continued

a) To set up the entry and code for BIO-102, the Course Guide Heading would be coded with the number which had been assigned by the editor with an added asterisk (*) which makes theat entry 161*.

Add the 3 letter Course name, the 3-digit course number and 2 additional asterisks (**). When completed it will look like this: 161* BIO 102**.

In the body of the entry for this heading it is necessary to add 2 rows of asterisks**************** 1 above and 1 below the heading. (See Exhibit "6A".) Also see examples in Competency Workbook.

b) To set up the entry and code for the Introduction use the letter "A" in place of the asterisk (*) following 3-digit code number assigned by the Editor. For example 161A BIO 102** (See Exhibit "6B".)

c) To set up the entry and code for the Purpose of Course use the letter "B" in place of the asterisk (*) following the 3-digit number assigned by the Editor. For example 161B BIO 102** (See Exhibit"6B".)

d) To set up the entry and code for Contributors to the BIO 102 Course Guide, use the letter "C" in place of the asterisk (*) following the 3-digit code number assigned by the Editor. For example 161C BIO 102** (See Exhibit "6A".)

Step #4 - Continued

e) To set up the entry and code for the first Competency use the letter "D" in place of the asterisk (*) following the 3-digit number assigned by the Editor, e.g., 161D. Use the letters CO in place of the 2 asterisks (**) following the Course number. The CO will indicate the beginning of the Competency entry and this placement of the CO will act as a heading, e.g., 161D BIO 102 CO.

Delete the CO from the word competency in the body of the entry as this will be picked up from the identification listing above and will fall into proper position. (See Exhibit "6-C".)

f) To set up the entry and code for the first Resource (which relates to the first competency) use the letter "E" in place of the asterisk (*) following the 3-digit number assigned by the editor, e.g., 161E. Use the letters RE in place of the 2 asterisks (**) following the course number.

The RE will indicate the beginning of the Resource entry and this placement of the RE will act as a heading, e.g. 161E BIO 102 RE.

Step #4 - Continued

Delete the RE from the word Resource in the body of the entry as this will be picked up from the identification listing above and will fall into proper position. (See Exhibit "6-C".)

g) Repeat steps 4e and 4f to set up the entry and code for additional Competency -- Resource pairs.

Use remaining letters of the alphabet in proper sequence.

h) The final listing for each Course Guide should be as follows: -

(1) Set up the entry and code for the last competency and resource as a combined item. Use the letter "Z" in every case in place of the asterisk (*) following the 3-digit number assigned by the Editor, e.g., 161Z. Use the letter CO in place of the 2 asterisks (**) following the course number (See step 4e).

(2) The CO will indicate the beginning of the competency and resource entry for this combined entry.

(3) Delete the CO from the word competency in the body of the entry as this will be picked up from the identification listing above and will fall into proper position.

Step #4 - Continued

(4) The wording should be as follows:

"Competency and Resource -- create your own competency goals and identify your own resources. Negotiate these with your program advisor and an appropriate resource person if necessary." (See Exhibit "6-D".)

(5) Delete the CO from the word Competency in the body of the entry as this will be picked up from the identification listing above and will fall into proper position.

Step #5 - Life Lab Secretary

The new Course Guide Package is given to the Life Lab Secretary with the following information:

a) The entries on the Computer Systems - Suggested Additions or Substitutions Form (See Exhibits "6-A" through "6-D") are to be typed on to the Life Lab Key Punch Form (10/20/75) 9-line Entries (see Exhibit "6-E".) The 9-line Key Punch Form has been designed to accept only 80 characters per line to conform with the Computer Card format.

b) The alignment of the typed material must conform to the numbers printed on top of the first line of each 9-line entry. These represent Tabulation columns to the key-punch operator.

c) The Identification Listing for each entry will be found above the body of each entry, e.g., 161* BIO 102 ** (see Exhibit, "6-A").

Step #2 - Continued

(2) The second entry form for each Course Guide should contain:

Introduction to the Course - (e.g. General Education Biology)

Purpose of Course (See Exhibit "6-B")

(3) Each competency and its corresponding resource should appear on the same entry form.

The word "Competency" must be the first word for every Competency entry and the word "Resource" must be the first word for every Resource entry (See Exhibit "6-C".)

Step #3 - The Competency Workbook Editor gives to the Computer Co-ordinator:

a) A completed and edited copy of the items listed in Step #2. (No single item should contain more than 60 words.)

b) A dated memo stating that the enclosed course Guide has been approved for inclusion in the next Learning Workbook.

Step #4 - Computer Co-ordinator:

Computer Co-ordinator receives the information for the new course guide with the 3-digit number assigned. For example if a new course was BIO-102**, which has been assigned the number 161, the Computer Co-ordinator would code the information received from the Competency Workbook Editor as indicated in the following steps:

Step #5 - Continued

This information is to be typed on the 1st line of the 9-line entry of the Life Lab Key-Punch Form in the following manner:

In the first column, which is numbered 1-4, type the assigned 3-digit Competency Based Learning Workbook number plus the asterisk (*) or letter as indicated, e.g. 161*.

d) The balance of the Identification listing (BIO 102 **) must be started on the line under the number 6 and extends to space 15.

e) The body of the entry must start on the line under the number 16 and extends to space 68 and continues on each following line.

f) In the Identification Listing for Competency and Resources, the last two symbols become CO or RE, which are the first letters in the body of the entry. Therefore it is not necessary to repeat the letters. Continue the word Competency with the letter M on the line under the number 16. (See Exhibit "6-E" part 1.)

g) Continue the entire entry as in 5(e) listed above.

Important: When typing these Life Lab Key Punch Forms make 2 carbonless copies of each. Use yellow treated paper. Exhibit "6-E" part 2.)

Step #6 - Life Lab Secretary:

File one of the yellow copies of the Key-Punch Form in the Competency Based Learning Workbook File in Life Lab Secretary's office.

Step #7 - Life Lab Secretary Gives to Computer Co-ordinator:

a) The original Computer Systems - Suggested Additions or Substitutions Forms.

b) Original typed Life Lab Key-Punch Forms.

c) The second yellow copies of the Key-Punch Forms.

Step #8 - Life Lab Computer Co-ordinator:

a) Write memo in duplicate to Competency Workbook editor to proof-read and return to you the following:
(Use memo Form LLR06J00-1, BDL-6/76 (see Exhibit "6F")
    (1) Original entry forms
    (2) Original typed Key-Punch forms

b) Attach duplicate copy of this memo to yellow copies of the typed Key-Punch Forms in Computer Co-ordinator's office.

c) Reserve these yellow copies in a special folder until the Editor returns the approved proof-read Key-Punch forms.

Step #9 - Competency Learning Book Editor:

a) Proof-read typed 9-line entry forms. If correct, initial the Key-Punch Form.

b) If there is minor error, this may be corrected on the Key-Punch Forms.

c) If there is a major error, check the original entry on Computer Systems - Suggested Additions or Substitutions Form. If the entry is difficult to read, please rewrite for clarity to typist.

d) If the original entry is legible and correct and an error is typographical or in the nature of the content, please note the error on the Key-Punch Form.

e) Whenever an error requiring retyping occurs, write the word "RETYPE" in the right-hand margin and initial.

f) Return the proof-read and corrected Key-Punch Forms and original Entry Forms to Computer Co-ordinator.

Step #10 - Life Lab Computer Co-ordinator:

When these forms are returned to you, do the following:

a) Write date of the return to you of these Forms on your filed copy of the memo which had originally accompanied these forms to the Editor. Note if sent for retyping. Refile.

Step #10 - Continued

b) Check returned Key-Punch Forms. If any in this package are marked "RETYPE", give entire package, Key Punch Forms and original entries, to the Life Lab Secretary with instructions to retype the entries marked "RETYPE" Utilize the original entry Form and the indicated correction on the Key-Punch Form.

Step #11 - Life Lab Secretary:

When Computer Co-ordinator returns completed Key-Punch Forms for correction do the following:

a) Retype entries on Key-Punch Form marked "RETYPE". Be sure to make necessary corrections as noted by the Competency Workbook Editor.

b) Make 2 yellow carbonless copies of each Key-Punch Entry Correction.

c) File 1 yellow copy in the Life Lab Secretary's file on Competency Workbook.

d) Return new original copy and yellow copy of the typed Key-Punch Form to the Computer Co-ordinator the entire package from which these corrections were made.

Step #12 - Life Lab Computer Co-ordinator:

When the Secretary returns typed corrections and original package:

a) At your discretion, you may proof-read the corrections or resubmit them to the Competency Workbook Editor.

Step #12 - Continued

b) If Editor is going to proof-read, use memo form #LLR06J00-1 (6/76) in duplicate to transmit these corrected and retyped Key-Punch Forms, together with the entire original package. Attach yellow carbonless copies of the Key-Punched Forms to the copy of this memo. (See Exhibit "6-F")

c) Attach yellow copies of these corrected Key Punch Forms and memo (if sent to the Editor) to the original package of yellow copies in your file.

Step #13 - Life Lab Computer Co-ordinator:

Repeat correction process (Step #8 thru Step #12) until all typed entries in the package are correct.

Step #14 - Life Lab Computer Co-ordinator:

a) Make Folder for this new Course Guide (see other folders in Competency Workbook File.)

b) File original copies of "Computer Systems - Suggested Additions or Substitutions Forms with the yellow copies of typed Key-Punch Entry Form and Memos to the Editor in new folder.

Step #15 - Life Lab Computer Co-ordinator:

a) Use M-DCC Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "6-G".) Write in the Special Instructions Section: "Key-Punch and interpret as indicated".

b) Fill in bottom portion of Form.

Step #15 - Continued

c) Bring Data Processing Service Request Form, (Exhibit "6-G" together with the typed Key-Punch Entry Forms to computer Center - Room 1675, Downtown Campus.

d) Pick up these Forms and Key-Punched Cards, when they are ready.

e) Proof-read the Key-Punched cards.

f) If these are correct, file the Key-Punch Entry Forms which have been stamped "PUNCHED" with the entire course package which you have filed in Step #14.

g) Bind these new cards with a rubber band and file them separately in the back of the Card File Drawer marked "Competency Learning Workbook". Do not interfile so that these cards can be used to produce a Supplement of new Courses and changes if a complete new edition of the Workbook is not to be printed.

h) If there is an error on any of the cards, resubmit the card that needs to be corrected together with the typed Key-Punch entry form that corresponds.
Use Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "6-G".) Include additional instructions, if necessary.

i) Pick up Key-Punched cards and Key-Punch Entry Form when completed.

Step #15 - Continued

j) Proof-read corrected Key Punch Cards. If there is an error repeat Step 15(g) and 15(h) above.

k) If the Key-Punched cards are correct, discard the incorrect Key-Punched Cards.

l) File the corrected cards with any other cards in the back of the file drawer for Competency Workbook. Interfile in proper course order with any other cards in the same location.

80

LLR06J00

TO REMOVE AN ENTRY FROM THE LIFE LAB COMPETENCY BASED LEARNING WORKBOOK

Step #16 - The Editor of the Competency Workbook:

Notify the Life Lab Computer Co-ordinator by memo to delete or remove an entry or series of entries.

The memo should detail the 3-digit number, originally assigned; the course name and number; and most importantly, the specific letter (A-B-C, etc.) assigned to the entry.

Step #17 - Life Lab Computer Co-ordinator:.

a) Find original entry in Competency Workbook, verify identification number.

b) Count number of lines in original entry. Each line represents a card to be removed.

c) Go to the Computer Card file in Computer Co-ordinator's Workbook. Remove the cards for each entry listed in the Memo from the Editor.

d) Put your initials on the memo next to each entry for which you have removed cards.

e) Use this copy of this memo as a check-of list to delete these entries from the Master Copy of the Competency Workbook, which is filed in the drawer marked Competency Based Learning Workbook Course Guides.
Put a check mark (✓) next to your initials at each entry after have crossed the entry out of the master copy of the Learning Workbook.

Step #17 - Continued

f) If all the changes on this memo refer to the same course, e.g., MAT 201 even if there are 5 changes, make 1 Xerox copy of this memo and send this copy to Competency Workbook Editor, so that the Editor's master copy of the workbook can be updated.

g) If there are two (2) or more courses listed on this memo, make a Xerox copy for each course involved.

h) Send one copy of this memo to the Competency Workbook Editor.

i) Take the next copy of the memo, underline the first course and all items under that course.

j) File this copy of the memo in File (Competency Workbook File) in the folder for the course you underlined.

k) Repeat steps 16-i and 16-j for all other course items on this memo.

LLR06J00

TO ADD AN ENTRY TO A COURSE ALREADY LISTED IN THE LIFE LAB COMPETENCY BASED LEARNING WORKBOOK

Step #18 - The Competency Workbook Editor:

The Competency Workbook Editor is responsible for writing or delegating the writing of any additions to this workbook. The entries should follow the format found in the Life Lab Competency Learning Workbook.

a) The "Computer Systems - Suggested Additions or Subtractions Form," presently available may be used, with modifications or a new form designed if a substantial revision of the Learning Workbook is planned.

b) Place two entries on the same form only if they both refer to the same course guide.

c) Each competency and its corresponding resource should appear on the same entry form.

The word "Competency" must be the first word for every competency entry and the word "Resource" must be the first word for every resource entry (See Exhibit "6-C".)

d) The Competency Workbook Editor gives to the Computer Coordinator a completed and edited copy of the items to be added. No single items should contain more than 60 words.

e) This should be accompanied by a dated cover memo.

Step #18 - Continued

Please Note: Competencies and Resources alternate. Do not assign a letter to a competency if the letter before or after is already assigned to a competency. This letter is reserved for the Resource listing which would correspond to the preceeding Competency. This letter should be the next available letter. A letter is available if it is not being used to identify an entry in the existant Course Guide.

Step #19 - Life Lab Computer Co-ordinator:

a) Computer Co-ordinator will receive the information for the new entries from the Competency Workbook Editor.

b) Look up 3-digit Course Guide Code under the alphabetical listing of the Course in the Competency Workbook.

c) This 3-digit number will be the biginning of the Identification Code.

d) This 3-digit number should be followed by a letter to be assigned by Computer Co-ordinator.

e) To set up the entry and code for an added competency use the 3-digit Course Guide Code, e.g. for BIO-102 the 3-digit number is 161.

Follow this Code number with the letter you have assigned in Step (d) above. This would appear as 161P (if "P" is the assigned letter).

Step #19 - Continued

f) Add the 3 letter Course name, the 3-digit Course number and the letters CO.

The CO will indicate the beginning of the Competency entry and this placement of the CO will act as a heading, e.g., 161P-BIO 102 CO.

g) Delete the CO from the word competency in the body of the entry as this will be picked up from the identification listing above and will fall into proper position.

Step #20

a) If the entry to be added is a Resource, follow the procedure in Step #19 (above), with the following exceptions.

1) The letter that you assign to a Resource should be the letter following the one you have assigned to the corresponding Competency.

2) In steps (f) and (g) above substitute RE (Resource) for CO (Competency) in the Identification Code.

This next entry should be 161Q-BIO 102 RE, if the example in Step #19 is continued.

Step #21

The added entries are given to the Life Lab Secretary with the following information:

a) The entries on the Computer Systems - Suggested Additions or Substitutions Form (See Exhibits, "6-A" thru "6-D".) are to be typed on the Life Lab Key-Punch Form (10/20/75) 9-line Entries (see Exhibit "6-E".) The 9-line Key-Punch Form has been designed to accept only 80 characters per line to conform with the Computer Card format.

b) The alignment of the typed material must conform to the numbers printed on top of the first line of each 9-line entry. These represent Tabulation columns to the key-punch operator.

c) The Identification Listing for each entry will be found above the body of each entry e.g. 161P BIO 102 CO (See Exhibit "6-E").

This information is to be typed on the 1st line of the 9-line entry of the Life Lab Key Punch Form in the following manner:

In the first column, which is numbered 1-4, type the assigned 3-digit Competency Based Learning Workbook number plus the letter as indicated, e.g. 161P.

d) The balance of the Identification listing (BIO 102 CO must be started on the line under the number 6 and extends to space 15.

e) The body of the entry must start on the line under the number 16 and extends to space 68 and continues on each following line.

f) In the Identification Listing for Competency and Resources, the last two symbols become CO or RE, which are the first letters in the body of the entry. Therefore it is not necessary to repeat the letters. Continue the word Competency with the M on the line under the number 16.

If you are typing a resource entry the RE will be typed as part of the Identification Listing and the letter S will be typed on the line under the number 16. (See Exhibit "6-C".)

g) Continue the entrire entry as in 4(e) listed above.

Important: When typing these Life Lab Key-Punch Forms make 2 carbonless copies of each. (Use yellow treated paper.)

Step #22 - Life Lab Secretary:

File one of the yellow copies of the Key-Punch Form in the Competency Based Learning Workbook File in Life Lab Secretary's office.

Step #23 - Life Lab Secretary:

Give to Computer Co-ordinator:

a) The original Computer Systems - Suggested Additions or Substitutions Forms.

b) Original typed Life Lab Key-Punch Form.

c) The second yellow copy of the Key-Punch Form.

Step #24 - Life Lab Computer Co-ordinator:

a) Write memo in duplicate to Competency Workbook Editor to proof-read and return to you the following:

(Use memo Form #LLR06J00-1, BDL-6/76 (See Exhibit "6-F".)

(1) Original entry form

(2) Original typed Key-Punched Forms, attach these to the memo. Send to Editor.

b) Attach duplicate copy of this memo to yellow copies of the typed Key-Punch Forms.

c) Reserve these yellow copies in a specail folder until the Editor returns the approved proof-read Key-Punch Form.

Step #25 - Competency Learning Book Editor:

a) Proof-read typed 9-line entry form. If correct, initial the Key-Punch Form.

b) If there is a minor error, this may be corrected on the Key-Punch Form.

Step #25 - Continued

c) If there is a major error, check the original entry on Computer Systems - Suggested Additions or Substitutions Form. If the entry is difficult to read, please rewrite for clarity to typist.

d) If the original entry is legible and correct and an error is typographical or in the nature of the content, please note the error on the Key-Punch Form.

e) Whenever an error requiring retyping occurs, write the word "RETYPE" in the right-hand margin and initial.

f) Return the proof-read and corrected Key-Punch Forms and original Entry Forms to the Computer Co-ordinator.

Step #26 - Life Lab Computer Co-ordinator:

When these forms are returned to you, do the following:

a) Write date of the return to you of these forms on your filed copy of the memo which had originally accompanied these forms to the Editor. Note if sent for retyping. Refile.

b) Check returned Key-Punch Forms. If any in this package are marked "RETYPE", give entire package, Key-Punch forms and original entries, to the Life Lab Secretary with instructions to retype the entries marked "RETYPE". Utilize the original entry form and the indicated correction on the Key-Punch Form.

Step #27 - Life Lab Secretary:

When the Computer Co-ordinator returns completed Key-Punch Forms for correction do the following:

a) Retype entries on Key-Punch Form marked "RETYPE". Be sure to make necessary corrections as noted by the Competency Workbook Editor.

b) If the Editor is going to proof-read, use memo form #LLR06J00-1 (6/76) in duplicate to transmit these corrected and retyped Key-Punch Forms, together with the entire original package. Attach yellow carbonless copies of the Key-Punched Forms to the copy of this memo. (See Exhibit "6-F").

c) Attach yellow copies of thes corrected Key Punch Forms and memo (if sent to the Editor) to the original package of yellow copies in your file.

Step #29 - Life Lab Computer Co-ordinator:

Repeat correction process (Step #24 thru Step #28 until all typed entries are correct.

Step #30 - Life Lab Computer Co-ordinator:

File original copies of "Computer Systems - Suggested Additions or Substitutions Forms" with the yellow copies of typed Key-Punch Entry Form and Memos to the Editor in your office.

Step #31 - Life Lab Computer Co-ordinator:

a) Use M-DCC Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "6-G".) Write in the Special Instructions Section "Key-Punch and interpret as indicated."

b) Fill in bottom portion of Form.

c) Bring Data Processing Service Request Form. (Exhibit "6-G".), together with the typed Key-Punch Entry Forms to Computer Center - Room 1675, Downtown Campus.

d) Pick up these Forms and Key-Punched cards, when they are ready.

e) Proof-read the Key-Punched cards.

f) If these are correct, file the Key-Punch Entry Forms which have been stamped "PUNCHED" in the folder for that course in the Competency Workbook file in Computer Co-ordinator's office.

g) If there is an error on any of the cards, resubmit the card that needs to be corrected together with the typed Key-Punch Form that corresponds.
Use Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "6-G".) Include additional instructions, if necessary.

h) Pick up Key-punched cards and Key-Punch Form when completed.

i) Proof-read corrected Key-Punch cards. If there is an error repeat Steps #31(a) thru #31(h) above.

j) If the Key-Punch cards are correct, discard the incorrect Key-Punched cards.

k) Interfile in proper course order in the file drawer for Competency Workbook in Computer Co-ordinator office with any other cards in the same location.

LLR06J00

TO CHANGE AN ENTRY THAT IS PART OF THE LIFE LAB COMPETENCY BASED LEARNING WORKBOOK

Step #32 - This requires two procedures:

a) Procedure to Remove an Entry

This requires the entire process as detailed in Steps #16 and #17 above.

b) Procedure to Add an Entry

This requires the entire process detailed in Step #18 through Step #31 above.

LLR06J00

TO CHANGE AN ENTRY FOR WHICH CARDS HAVE BEEN KEY-PUNCHED, BUT HAVE NOT BEEN PRINTED IN THE LIFE LAB COMPETENCY LEARNING WORKBOOK OR ANY LEARNING SUPPLEMENT

Step #33 - This requires two procedures:

a) Procedure to Remove an Entry

This requires the entire process as detailed in Steps #16 and #17 (as above) with the following two exceptions:

(1) The key-punched cards for these entries should be found in back of the main body of cards for the Competency Workbook. If they are not there, look in the main body of cards.

(2) Since there is no listing in the Competency Workbook or Supplement, the step to delete these entries from the Master Copy (Step #17e - see above) is not required.

b) Procedure to Add an Entry

This requires the entire process detailed in Steps #18 through Step #31 above.

LLR06J00

Step #34

a) Take all the proof-read key-punched cards for any new Course Guides from their storage location in the back of the Competency Workbook drawer.

b) Use Miami Dade Community College Data Processing Service Request Form JJF 6-7-71 - DP11.
Under job name write LLR06J00. Order 2 copies. In space on bottom write in "Competency Listing on Standard Paper" (as shown in Exhibit "6-H".)

c) Take the filled-out order from Step #34 (b). Take key-punched Supplement cards from Step #34 (a). Bring these to the Computer Center Room 1675, Downtown Campus.

d) Pick up the cards and the print-out when they are ready. Keep cards in rubber-band, separate in back of file drawer.
DO NOT INTERFILE.

e) Give one (1) copy of Supplement print-out to Learning Workbook Editor for proof-reading. Write cover memo in duplicate. Date and attach copy of memo to your copy of print-out.

LLR0J00

Step #35 - Learning Workbook Editor:

Proof-read print-out. Indicate any errors or corrections. After proof-reading, please date and initial the print-out. Return this print-out to Life Lab Computer Co-ordinator.

Step #36 - Life Lab Computer Co-ordinator:

a) Locate your copy of memo from Step #34 (e) and record date you received proof-read print-out from Editor.

Step #37 - Life Lab Computer Co-ordinator

a) Minor Changes

(1) If minor changes are needed such as spelling, etc., take the punched card that needs to be corrected out of the Course Guide Supplement Card Pack in back of the Competency Based Learning Workbook Card File in Life Lab Computer Co-ordinator's office.

(2) The correction can be made on the card if the same number of spaces are required or if additional space is not required beyond space column #68 on the key-punch card.

(3) This card must be brought back to the Computer Center, Room 1675, Downtown Campus, for correction. Pick up corrected cards.

Step #37 - Continued

(4) Proof-read the corrected key-punch cards.

(5) File these correct cards in back of the cards for Life Lab Learning Workbook. Keep new course guide cards in rubber band, separate from any cards for additions or changes to existing course guides.

b) Other Changes

(1) If the error to be corrected is in the typing: Remove the corresponding punched card from the back of the Competency Workbook file in Life Lab Computer Co-ordinator's office. This card should be in the group of cards which refer to new course guides.

(2) Locate the original typed, special Key-Punch form of the Competency Workbook Entry, which had been filed in the folder fo that course guide. This will be in drawer marked Competency Based Learning Workbook. If you cannot locate this copy, the Life Lab secretary should have her copy on file in Secretary's office.

(3) Secretary should type new Life Lab Key-Punch Form and 2 copies as indicated.

If error on any line can be corrected without going over column #68, this can also be corrected on the card.

If the error that needs correction extends beyond column #68, the correction must be typed on the Life Lab Key-Punch Form, (9-line). Go down to the line that needs correction. Be sure to type in columns 1 thru 15 on that line. In the original copy this appeared only in line 1 and was picked up for each line by the key-punch operator (see Exhibit "6-E"). These 15 columns will appear on all cards required for that entry as a card is made for each line. The purpose of the 1st 15 columns is for designating the course guide and for sorting.

If this line exceeds the 68 columns, make all the corrections for this entry. Keep in mind that no line can go over column #68. Allow for proper hyphenation and bring the balance of word or sentence to the following line.

If previous space allows the correction to be completed within the 68 columns on any line, re-type entry from the line that needs correction to that point. If there are additional lines in the entry, check at this point to be sure of the continuity of the balance.

Step #37 - Continued

(4) Life Lab Computer Co-ordinator keep the original key-punch cards of this entry separate.

(5) Bring the Life Lab Key-Punch Form to Computer Center, Room 1675, Downtown Campus for key-punching.

(6) Pick up cards when they are ready.

(7) Proof-read these cards. Check against original cards, which have been held aside. Be aware of Column #69, this indicates the line number of the entry.

(8) Discard the card or cards that were replaced because of the original error. Be sure there is a card for each line needed.

(9) Inter-file new card or cards with correspondence Course in file drawer in Computer Co-ordinator's office.

Step #38 - Life Lab Computer Co-ordinator:

a) Use Miami Dade Community College Data Processing Service Request Form #JJF 6-7-71 - DP11. (See Exhibit "6-I" attached.)

Under job name, write LLR06J00 - order 1 copy. In special instructions write "Competency Workbook - Print on Special 8 x 11 Computer Paper. Use dark ribbon for Duplicating."

b) Take all the proof read cards (those previously proof-read and any proof-read corrected cards.)

c) Take the Form from Step #38 (a) and the Cards from Step #38 (b) to the Computer Center Room 1675, Downtown Campus.

d) Pick up cards and print-out when ready.

e) Refile these cards in the same section in the back of the Competency Workbook Storage drawer. DO NOT INTERFILE.

f) Write in duplicate memo (#LLR06J00-2) to Systems Co-ordinator.

Where the words Supplement/Workbook appear, cross out the word that doesn't apply: (in this instance Supplement/ ~~Workbook~~). (See Exhibit "6-J".)

Step #38 - Continued

g) Give original memo and print-out to Systems Co-ordinator.

h) File copy of memo in Course Guide folder to which it applies.

If there is more than one Course Guide in Supplement, make sufficient copies for each Course Guide and file in appropriate folder.

Step #39 - Life Lab Computer Co-ordinator:

When you receive a copy of the newly printed supplement for added course guide (s) do the following:

a) Take the cards relating to the completed new Supplement from their location in back part of the drawer which holds the key-punched competency cards.

b) Interfile the cards you have separated in Step (a) above, into the main body of the Competency Workbook deck of key-punched cards. These are filed numerically according to the 3-digit Course Identification number (columns 1 thru 3).

The cards within each 3-digit identification number are filed alphabetically according to the 4th column (e.g.) 161* 161A - 161B etc.

Step #40

Staple supplement to the Master Copy of the Life Lab Competency Based Learning Workbook. The Master Copy is in the front folder with the Course Guide Files.

LLR06J00

TO PRINT A NEW LIFE LAB COMPETENCY BASED LEARNING WORKBOOK

When a decision has been made to print a new edition of the Competency Workbook, the Computer Co-ordinator is informed of this decision by memo from System's Co-ordinator or Competency Workbook Editor.

Step #41 - Life Lab Computer Co-ordinator:

a) Take all the proof-read key-punched cards for all the Course Guides from their storage location in the Workbook drawer, including those stored in the back.

b) Use Miami Dade Community College Data Processing Service Request Form JJF 6-7-71 = DP11. (See Exhibit "6-H").

c) Take the filled-out order from Step #41 (b). Take key punched Supplement cards from Step #41 (a). Bring these to the Computer Center Room 1675, Downtown Campus.

d) Pick up the cards and the print-out when they are ready. Replace cards in file drawer.

e) Give one (1) copy of workbook print-out to Competency Workbook Editor for proof-reading; write cover memo in duplicate. Date and attach copy of memo to your copy of print-out.

Step #42 - Competency Workbook Editor:

Proof-read print-out. Indicate any errors or corrections. After proof-reading, please date and initial the print-out. Return this print-out to Life Lab Computer Co-ordinator.

Step #43 - Life Lab Computer Co-ordinator:

a) Locate your copy of memo from Step #41 (e) and record date you received proof-read print-out from Editor.

Step #44 - Life Lab Computer Co-ordinator:

a) Minor Changes

(1) If minor changes are needed such as spelling, etc., take the punched card that needs to be corrected out of the Course Guide Supplement Card Pack in the Competency Based Learning Workbook Card File in Life Lab Computer Co-ordinator's Office.

(2) The correction can be made on the card if the same number of spaces are required or if additional space does not take beyond space (column) #68 on the key-punch card.

(3) This card must be brought back to the Computer Center, Room 1675, Downtown Campus, for correction. Pick up corrected cards.

(4) Proof-read the corrected key-punch cards.

(5) Re-file these correct cards in Life Lab Competency Workbook Card File.

Step #44 - Continued

b) Typing Changes

(1) If the error to be corrected is in the typing: Remove the corresponding punched card from the Competency Workbook File in Life Lab Computer Coordinator's office.

(2) Locate the original typed, special key-punch form of the Competency Workbook Entry, which had been filed in the folder for that course guide. This will be in drawer marked Competency Based Learning Workbook. If you cannot locate this copy, the Life Lab Secretary should have her copy on file in Secretary's office.

(3) Secretary should type new Life Lab Key Punch Form and 2 copies as indicated.

If error on any line can be corrected without going over column #68, this can also be corrected on the card.

If the error that needs correction extends beyond column #68, the correction must be typed on the Life Lab Key Punch Form, (9-line). Go down to the line that needs correction. Be sure to type in columns 1 thru 15 on that line.

Step #44 - Continued

In the original copy this appeared only in line 1 and was picked up for each line by the key-punch operator (see Exhibit "6-E"). These 15 columns will appear on all cards required for that entry as a card is made for each line. The purpose of the 1st 15 columns is for designating the course guide and for sorting.

If this line exceeds the 68 cloumns make all the corrections for this entry. Keep in mind that no line can go over column #68. Allow for proper hyphenation and bring the balance of word or sentence to the following line.

If the previous space allows the correction to be completed within the 68 columns on any line, retype entry from the line that needs correction to that point. If there are additional lines in the entry, check at this point to be sure of the continuity of the balance.

(4) Life Lab Computer Co-ordinator keep the original key-punch cards of this entry separate.

(5) Bring the Life Lab Key-Punch Form to Computer Center Room 1675, Downtown Campus for key-punching.

Step #44 - Continued

(6) Pick up cards when they are ready.

(7) Proof-read these cards. Check against original cards, which have been held aside. Be aware of column #69, this indicates the line number of the entry.

(8) Discard the card or cards that were replaced because of the original error. Be sure there is a card for each line needed.

(9) Interfile new card or cards into the deck of cards for Life Lab Competency Workbook.

Step #45 - Life Lab Computer Co-ordinator:

a) Use Miami Dade Community College Data Processing Service Request Form #JJF 6-7-71 - DP11. (See Exhibit "6-I".)

Under job name, write LLR06J00 - order 1 copy. In special instructions write "Competency Workbook - Print on Special 8 x 11 Computer Paper. Use dark ribbon for Duplicating."

b) Take all the proof-read cards (those previously proof-read and any proof-read corrected cards.)

c) Take the Form from Step #45 (a) and the Cards from Step #45 (b) to the Computer Center Room, 1675, Downtown Campus.

d) Pick up cards and print-out when ready.

Step #45 - Continued

e) Refile these cards in the drawer marked Competency Workbook.

f) Write in duplicate memo #LLR06J00-2 to Systems Co-ordinator. (See Exhibit "6-J".)
Where the words Supplement/Workbook appear, cross out the word that doesn't apply: (in this instance ~~Supplement~~/Workbook.) See Exhibit "6-J".

g) Give original memo and print-out to Systems Co-ordinator.

h) File copy of memo in Competency Workbook Master Copy folder, which is the first folder in the Competency Workbook file.

Step #46 - Life Lab Computer Co-ordinator:

When you receive a copy of the newly printed Competency Workbook do the following:

a) Label the front cover "Master Copy - Computer Co-ordinator's office".

b) Mark date received on cover.

c) Remove old issue from Master Copy File Folder.
Mark "VOID -- as of ______________ , SEE NEW EDITION,"
(date)
and file in Folder marked "Competency Workbook - Past Editions" which should be the last folder in the Competency Workbook File.

d) File New Edition of Competency Workbook in Master File Drawer.

COMPUTER SYSTEMS - SUGGESTED ADDITIONS OR SUBSTITUTIONS FORM

New Entry or Substitution:
Check System: Learning Resource Encyclopedia ☐ "Competency" Workbook ☑
If substitution give code number of item to be substituted: __________.
If new entry give Catergory or Course Number 161*-BIO 102 **

Absolute Word Limit: 60 words

****

*** NEXT COURSE GUIDE: GENERAL EDUCATION BIOLOGY 102 *

****

Exhibit "6-A"

Minor Changes or Additional Information:
Check System: Learning Resource Encyclopedia ☐ Competency Handbook ☑
Code number of item to be changed: 161C-BIO 102 **

Absolute Word Limit: 60 words

CONTRIBUTORS TO THIS COURSE GUIDE INCLUDE ...

Exhibit "G-B"

COMPUTER SYSTEMS - SUGGESTED ADDITIONS OR SUBSTITUTIONS FORM

New Entry or Substitution:
Check System: Learning Resource Encyclopedia ☐ "Competency" Workbook ☑
If substitution give code number of item to be substituted: ______________.
If new entry give Catergory or Course Number 161A-BIO 102 **

Absolute Word Limit: 60 words

INTRODUCTION TO GENERAL EDUCATION BIOLOGY

Minor Changes or Additional Information:
Check System: Learning Resource Encyclopedia ☐ Competency Handbook ☑
Code number of item to be changed: 161B-BIO 102 **

Absolute Word Limit: 60 words

PURPOSE OF COURSE

COMPUTER SYSTEMS - SUGGESTED AD[illegible]IONS OR SUBSTITUTIONS FORM

New Entry or Substitution:
Check System: Learning Resource Encyclopedia ☐ "Competency" Workbook ☑
If substitution give code number of item to be substituted: ______________
If new entry give Catergory or Course Number 161D-BIO 102 CO

Absolute Word Limit: 60 words

COMPETENCY -

Minor Changes or Additional Information:
Check System: Learning Resource Encyclopedia ☐ Competency Handbook ☑
Code number of item to be changed: 161E-BIO 102 RE

Absolute Word Limit: 60 words

RESOURCE -

Exhibit "6-C"

COMPUTER SYSTEMS - SUGGESTED ADDITIONS OR SUBSTITUTIONS FORM

New Entry or Substitution:
Check System: Learning Resource Encyclopedia ☐ "Competency" Workbook ☑
If substitution give code number of item to be substituted: ________.
If new entry give Catergory or Course Number 1612-BIO. 102 CO

Absolute Word Limit: 60 words

Competency and Resource - create your own competency goals and identify your own resources. Negotiate these with your Program Advisor and an appropriate resource person, if necessary.

Minor Changes or Additional Information:
Check System: Learning Resource Encyclopedia ☐ Competency Handbook ☐
Code number of item to be changed: ________.

Absolute Word Limit: 60 words

Exhibit 6-D

LIFE LAB
KEY PUNCH
FORM

10/20/75

9-LINE ENTRIES

Exhibit "6-E" part 1

	1---4	5	6 11 16 21 26 31 36 41 46 51 56 61 66	69	70 & 71	72	73 & 74	75	76 & 77	78 & 80
Line 1	161D		BIO 102 COMPETENCY - YOU WILL UNDERSTAND THE BIOLOGICAL PRO-	1						
Line 2			CESSES THAT ARE ESSENTIAL TO YOUR SURVIVAL; AND	2						
Line 3			YOU WILL BE ABLE TO DESCRIBE HOW THESE PROCESSES	3						
Line 4			CONVERT NATURAL COMPOUNDS FROM AIR, WATER, FOODS	4						
Line 5			AND SUNLIGHT INTO THE EXACT TYPES OF ENERGY NEEDED	5						
Line 6			BY YOUR BODY TO PERFORM ITS COMPLEX AND VARIED	6						
Line 7			FUNCTIONS.	7						
Line 8				8						
Line 9				9						
	1---4	5	6 11 16 21 26 31 36 41 46 51 56 61 66	69	70 71	72	73 74	75	76 77	78 80
Line 1	161E		BIO 102 RESOURCE - REGULAR TEXTBOOK "LIFE SCIENCE & MAN" BY	1						
Line 2			FITCH, AVAILABLE IN MDCC BOOKSTORES. MAJOR	2						
Line 3			RESOURCE: DOWNTOWN CAMPUS BIOLOGY LAB, ROOM	3						
Line 4			1663, PH. 577-6886 TO GET CURRENT SCHEDULE - EXCEL-	4						
Line 5			LENT SELF-DIRECTED MATERIALS AVAILABLE TO LIFE LAB	5						
Line 6			STUDENTS; MIKE BRODSKY, DIRECTOR.	6						
Line 7				7						
Line 8				8						
Line 9				9						
	1---4	5	6 11 16 21 26 31 36 41 46 51 56 61 66	69	70 71	72	73 74	75	76 77	78 80

ORIGINAL TO ________________ COPY TO ________________ DATE ________________

Exhibit "6-E" part 2

161D BIO 102 COMPETENCY - YOU WILL UNDERSTAND THE BIOLOGICAL PROCESSES THAT ARE ESSENTIAL TO YOUR SURVIVAL; AND YOU WILL BE ABLE TO DESCRIBE HOW THESE PROCESSES CONVERT NATURAL COMPOUNDS FROM AIR, WATER, FOODS AND SUNLIGHT INTO THE EXACT TYPES OF ENERGY NEEDED BY YOUR BODY TO PERFORM ITS COMPLEX AND VARIED FUNCTIONS.

161E BIO 102 RESOURCE - REGULAR TEXTBOOK "LIFE SCIENCE & MAN" BY FITCH, AVAILABLE IN MDCC BOOKSTORES. MAJOR RESOURCE: DOWNTOWN CAMPUS BIOLOGY LAB, ROOM 1663, PH. 577-6886 TO GET CURRENT SCHEDULE - EXCELLENT SELF-DIRECTED MATERIALS AVAILABLE TO LIFE LAB STUDENTS; MIKE BRODSKY, DIRECTOR.

Exhibit "6-F"

____
Date

MEMORANDUM

TO: Competency Workbook Editor

FROM: Computer Co-ordinator

RE: Proof-Reading and Corrections

I am enclosing the original Suggested Additions or Substitutions Forms together with the corresponding typed Key-Punched Forms, which require proof-reading and correction.

Please initial each correct entry on the Key-Punch Forms.

Please note corrections where necessary as per instructions in Step #9 of the LLR06J00 program.

By: __________________________

Enclosures

MEMO LLR06J00-1
BDL-6/76

Exhibit "6-g"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR06J00		

SPECIAL INSTRUCTIONS:

Key-Punch and interpret as indicated

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: ____________
ACCT. CODE: ____________
PHONE EXT.: ____________

JJF-6/7/71
DP 11
Downtown

Exhibit "6-H"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR06J00		2

SPECIAL INSTRUCTIONS:

Competency Listing on Standard Paper

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: ____________
ACCT. CODE: ____________
PHONE EXT.: ____________

JJF-6/7/71
DP 11
Downtown

Exhibit "6-I"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ______________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR06J00		1

SPECIAL INSTRUCTIONS:

Competency Workbook

Print on special 8 x 11 computer paper

Use dark ribbon for duplicating

SUPPLIES FORWARDED: ______________________________

DATE OF REQUEST: ____________ DATE WANTED: ____________ DATE COMPLETE: ____________

SIGNATURE OF OPERATOR: ______________________________

SIGNATURE OF RECIPIENT: ______________________________

ORIGINATOR: ______________
DEPARTMENT: ______________
ACCT. CODE: ______________
PHONE EXT.: ______________

JJF-6/7/71
DP 11
Downtown

Exhibit "6-J"

____
Date

MEMORANDUM

TO: Life Lab Systems Co-ordinator

FROM: Life Lab Computer Co-ordinator

RE: Print-Ready Print-Out of Life Lab Competency Based Learning Workbook

Enclosed please find the original and only copy of the Supplement/ Workbook print-out as requested.

This is the print-out that is given to the Duplicating Department or printer who will be producing the necessary copies.

By: __________________________

Enclosure

MEMO LLR06J00-2
BDL-6/76

PROCEDURE OUTLINE FOR THE LLR08J00 PROGRAM

LEARNING RESOURCES ENCYCLOPEDIA

PURPOSE

a) The LLR08J00 program will produce the listings for the Life Lab Learning Resources Encyclopedia.

b) It will also produce periodic Supplements to update the Life Lab Learning Resources Encyclopedia.

PRODUCING RESOURCE KEY PUNCH CARDS

The computer cards for the Life Lab Learning Resources Encyclopedia are in the computer card file in the Life Lab Computer Co-ordinator's office. This is the base of the Life Lab Learning Resources Encyclopedia. Listings may be added or dropped at any time through the procedure that follows.

It is advisable to produce a supplement to the Life Lab Learning Resources Encyclopedia each semester rather than to produce the entire package.

The steps that follow will deal with the Resources Supplement.

The final steps in this procedure will be given to produce a complete up-to-date Encyclopedia.

LLR08J00

Step #1 - Encyclopedia Editor:

Send Memo LLR08J00-1 (see Exhibit "8-A") and one copy of "Computer Systems - Suggested Additions or Substitutions Form" (see Exhibit "8-B") to each Advisor.

Step #2

The completed Forms should be returned to the Encyclopedia Editor as stated in the memo above.

Step #3 - Encyclopedia Editor

Check all details, advisor's code #, category and subject number, detailed information, etc.

Step #4 - Encyclopedia Editor:

Check most current Resource Encyclopedia print-out and most current Supplements to verify that each new resource is not already listed.

Step #5 - Encyclopedia Editor:

Give completed and corrected "Computer Systems - Suggested Additons or Substitutions Form" to Computer Co-ordinator.

Step #6 - Life Lab Computer Co-ordinator:

Keep a Xerox copy of completed and corrected forms on file.

Step #7 - Computer Co-ordinator:

Give the completed Additions or Substitution Forms to Life Lab secretary.

LLR08J00

Step #8 - Life Lab Secretary:

Assign a 7-symbol alphanumeric code to each entry (based on entry form submitted).

a) If entry is an audio tape, the numbered lists are in one of the black bound books in Life Lab secretary's office under the following categories:

   Life Lab Tapes
   Staff Tapes
   Course Guide Tapes
   C.C.E.W. Tapes

b) If resource entry is in any other category, the numbered lists are in the large green bound loose leaf book in the Life Lab secretary's office. The various category numbered lists are separated by dividers. Find category needed, such as Periodicals, Life Lab Course Guides, etc. Turn to the numbered list under the desired category. Assign an available number, usually the next one, to the Additons and Substitutions Forms.

c) List the new resource next to the number you have assigned to this resource.

Step #9 - Life Lab Secretary:

Type the information from the Additions and Substitutions Form on to the Special Key-Punch Form. (See Exhibit "8-C".)

Type carefully so that each number, letter or punctuation mark is spaced within the box for the number of columns (spaces) designated. The columns 1-7 are for the assigned alphanumeric code. Start the entry at column #8.

Note: On the 9-line Key Punch Form only line #1 starts at column #8. All the other lines continue at column #16.

IMPORTANT: When typing these Life Lab Key-Punch Forms make 2 carbonless copies of each. (Use yellow treated paper.) (See Exhibit "8-D'.)

Step #10 - Life Lab Secretary:

File one of the yellow copies of the Key-Punch Form in Resource Encyclopedia File in Life Lab Secretary's Office.

Step #11 - Life Lab Secretary:

Give to Computer Co-ordinator.

a) The original Computer Systems - Suggested Additions or Substitutions Forms.

b) Original typed Life Lab Key-Punch Form.

c) The second yellow copy of the Key-Punch Form.

Step #12 - Life Lab Secretary:

a) Tape Resource

(1) If a tape is the resource, place the assigned 7-symbol alphanumeric code on the cassette.

(2) Use Audio-Visual Services Materials Production Request Form (see Exhibit "8-E"). List code or codes of tapes submitted for masters as per Exhibit. Be sure to note: "Please make working and listening masters for North, South and Downtown Campus."

(3) Be sure a responsible person in the Audio-Visual Department signs for receipt of these tapes on Production Request Form.

(4) Keep pink copy of Production Request and file in Life Lab Secretary's office.

Step #12 - Continued.

b) Video Tape Resource

(1) If a video tape is the resource, use the 7-symbol alphanumeric code assigned by the Audio-Visual Department this code should be on the Video Tape Cassette.

(2) Place title of cassette next to the code in the Resource Book.

(3) Video Resource - send AV a memo requesting that particular tape not be erased and be included in the permanent Life Lab Video Collection.

c) Reprint Resource

(1) If a reprint is the resource, assign a 7-symbol alphanumeric code and list the reprint title next to the code assigned.

(2) If reprint is to be duplicated for students use Miami Dade Community College Duplicating Form. (See Exhibit "8-F".) Make 2 copies of the form to order supply.

(3) Submit with a copy of reprint to Duplicating Department at Downtown Campus.

(4) Pick up when ready. Put original of reprint in file in Life Lab Secretary's office.

Put copies in Reprint Room. Make a label with reprint code to place on shelf.

Step #12 - Continued

d) Library Resource

If book, periodical or other item for the Life Lab section of library is the resource, assign 7-symbol alphanumeric code and give the resource together with the assigned code to the Staff person who is assigned as Library intermediary.

Step #13 - Life Lab Computer Co-ordinator:

a) Write memo in duplicate to Resource Encyclopedia Editor to proof-read and return to you the following: Use Memo Form - LLR08J00-2 BDL 6/76. (See Exhibit "8-G".)

(1) Original entry form

(2) Original typed Key-Punch Forms.

b) Attached duplicate copy of this memo to yellow copies of the typed Key-Punch Forms.

c) Reserve these yellow copies in a special folder until the Editor returns the approved proof-read Key-Punch Form.

Step #14 - Resource Encyclopedia Editor:

a) Proof-read typed Key-Punch forms. If correct, initial the Key-Punch Form.

b) If there is a minor error, this may be corrected on the Key-Punch Form.

c) Attach yellow copies of these corrected Key Punch Forms and memo (if sent to the Editor) to the original package of Yellow copies in your file. (See Exhibit "8-G").

Step #18 - Life Lab Computer Co-ordinator:

Repeat correction process (Step #13 thru Step #17) until all typed entries are correct.

Step #19 - Life Lab Computer Co-ordinator:

File original copies of "Computer Systems - Suggested Additions or Substitutions Forms with the yellow copies of typed Key-Punch Entry Form and Memos to the Editor in your office.

Step #20 - Life Lab Computer Co-ordinator:

a) Use M-DCC Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "8-H".) Write in the Special Instructions Section "Key-Punch and interpret as indicated.

b) Fill in bottom portion of Form.

Step #21 - Life Lab Computer Co-ordinator:

Bring Data Processing Service Request Form, (Exhibit "8-H ".) together with the typed Key-Punch Entry Forms to Computer Center - Room 1675, Downtown Campus.

Note: Submit them as they come in -- even 1 or 2 sheets. Don't wait to build up a large amount. The Computer Center can fit in small jobs easier than a big load all at once.

Step #14 - Continued

c) If there is a major error, check the original entry on Computer Systems - Suggested Additions or Substitutions Form. If the entry is difficult to read, please rewrite for clarity to typist.

d) If the original entry is legible and correct and an error is typographical or in the nature of the content, please note the error on the Key-Punch Form.

e) Whenever an error requiring retyping occurs, write the word "RETYPE" in the right-hand margin and initial.

f) Return the proof-read and corrected Key-Punch Forms and original Entry Forms to the Computer Co-ordinator.

Step #15 - Life Lab Computer Co-ordinator:

When these forms are returned to you, do the following:

a) Write date of the return to you of these forms on your filed copy of the memo which had originally accompanied these forms to the Editor. Note if form was sent for retyping. Refile.

b) Check returned Key-Punch Forms. If any in this package are marked "RETYPE", give entire package, Key-Punch Forms and origianl entries, to the Life Lab Secretary with instructions to retype the entries marked "RETYPE". Utilize the original entry form and the indicated correction on the Key-Punch Form.

Step #16 - Life Lab Secretary:

When the Computer Co-ordinator returns completed Key-Punch Forms for correction do the following:

a) Retype entries on Key-Punch Form marked "RETYPE". Be sure to make necessary corrections as noted by the Resource Encyclopedia Editor.

b) Make 2 yellow carbonless copies of each Key-Punch Form correction.

c) File 1 yellow copy in the Life Lab Secretary's file on Resource Encyclopedia.

d) Return new original copy and yellow copy of the typed Key-Punch Form to the Computer Co-ordinator. Also return to the Computer Co-ordinator the entire package from which these corrections were made.

Step #17 - Life Lab Computer Co-ordinator:

When the Secretary returns the typed corrections and original package:

a) At your discretion, you may proof-read the corrections or resubmit them to the Resource Encyclopedia Editor.

b) If the Editor is going to proof-read, use Memo form LLR08J00-2 BDL June 1976 in duplicate to transmit these corrected and retyped Key-Punch Forms, together with the entire original package. Attach yellow carbonless copies of the Key-Punch Forms to the copy of this memo.

Step #22 - Life Lab Computer Co-ordinator:

Pick up these Forms and Key-Punched Cards, when they are ready.

Step #23 - Life Lab Computer Co-ordinator:

a) Proof-read the Key-Punched cards.

b) If these are correct, file the Key-Punch Entry Forms which have been stamped "PUNCHED" in the Resource Encyclopedia file in Computer Co-ordinator's office.

c) File any new cards separately bound with a rubber band in the back of the Card File Drawer marked "Resources Encyclopedia". Do not interfile so that these cards can be used in doing a Supplement of new Resources and changes if a new edition of the Encyclopedia is not to be printed.

Step #24 - Life Lab Computer Co-ordinator:

If there is an error on any of the cards, resubmit the card that needs to be corrected together with the typed Key-Punch Form that corresponds.

Use Data Processing Service Request Form #JJF (6/7/71) DP11. (See Exhibit "8-H".) Include additional instructions, if necessary.

Step #25 - Life Lab Computer Co-ordinator:

Pick up Key-Punched cards and Key-Punch Form when completed.

LLR08J00

Step #26 - Life Lab Computer Co-ordinator:

Proof-read corrected Key-Punch card. If there is an error repeat Steps 20 through 25.

Step #27 - Life Lab Computer Co-ordinator:

If the Key-Punch cards are correct, discard the incorrect Key-Punch cards.

Step #28 - Life Lab Computer Co-ordinator:

File the corrected cards with any other cards in the back of the file drawer for Resource Encyclopedia.

LLR08J00

RESOURCE ENCYCLOPEDIA SUPPLEMENT

Step #29 - Life Lab Computer Co-ordinator:

Use Miami Dade Community College Data Processing Service Request Form #FDR 10/03/74 - DP11 - side 2. (See Exhibit "8-I").

Check (✓) Box on line listing LLR08J00. Order 2 copies. In space on bottom write in "Resource Listing on Standard Paper" (as shown in Exhibit "8-I").

Step #30 - Life Lab Computer Co-ordinator:

Take all the Key-Punched cards for Supplement that have been kept separate in the back of the Resource Encyclopedia file drawer.

Step #31 - Life Lab Computer Co-ordinator:

a) Take the filled-out from Step #29.

b) Take Key-Punched Supplement cards from Step #30.

Bring these to the Computer Center, Room 1675, Downtown Campus.

Step #32 - Life Lab Computer Co-ordinator:

Pick up the cards and the print-out when they are ready. Keep cards in rubber-band, separate in back of file drawer. DO NOT INTERFILE.

Step #33 - Life Lab Computer Co-ordinator:

Give one (1) copy of Supplement print-out to Resource Encyclopedia Editor for proof-reading.

Step #34 - Resource Encyclopedia Editor:

Proof-read print-out. Indicate any errors or corrections and return to Life Lab Computer Co-ordinator.

Step #35 - Life Lab Computer Co-ordinator:

a) Minor Changes

(1) If minor changes are needed such as spelling, etc., take the punched card that needs to be corrected out of the Resource Supplement Card Pack in back of the Resource Encyclepedia Computer Card File in Life Lab Computer Co-ordinator's office.

(2) The correction can be made on the card if the same number of spaces are required or if additional space is not required beyond space (column) #68 on the Key-Punch card.

(3) This card must be brought back to the Computer Center, Room 1675, Downtown Campus, for correction. Pick up corrected cards.

(4) Proof-read the corrected Key-Punch cards.

(5) File these correct cards in back of the cards for Life Lab Resource Encyclopedia. You may have some other cards for the next Resource Supplement filed there. Add these cards to the Supplement group.

Step #35 - Continued

b) Other Changes

(1) If the error to be corrected is in the typing: Remove the corresponding punched card from the back of the Resource Encyclopedia file in Life Lab Computer Co-ordinator's office. This card should be in the group of cards which had been marked Resource Supplement -- and the Semester Period (such as 75-2).

(2) Locate the original typed, special Key-Punch Form of the Resource Encyclopedia Entry, which had been storage-filed.

If you cannot locate this copy, the Life Lab Secretary should have her copy on file in Secretary's office.

(3) Secretary should type a new Life Lab Key-Punch Form and 2 copies as indicated.

Use the following guidelines:

If error on any line can be corrected without going over column #68, this can also be corrected on the card.

Step #35 - Continued

If the error brings the correction beyond column #68, the correction must be typed on the Life Lab Key-Punch Form, as used in the original. Go down to the line that needs correction. Be sure to type in columns 1 thru 15 on that line. In the original copy this appeared only in line 1 and was picked up for each line by the Key-punch operator (see Exhibit "8-C"). These 15 columns will appear on all cards required for that entry as a card is made for each line.

The purpose of the first 15 columns is for designating the category and for sorting.

If this line exceeds the 68 columns make all the corrections for this entry. Keep in mind that no line can go over column #68. Allow for proper hyphenation and bring the balance of the word or sentence to the following line.

If previous space allows the correction to be completed within the 68 columns on any line, re-type entry from the line that needs correction to that point. If there are additional lines in the entry, check at this point to be sure of the continuity of the balance.

Step #35 - Continued

(4) Life Lab Computer Co-ordinator keep the original key-punch cards of this entry separate.

(5) Bring the Life Lab Key-Punch Form to Computer Center, Room 1675, Downtown Campus for Key-Punch.

(6) Pick up cards when they are ready.

(7) Proof-read these cards. Check against original cards, which have been held aside. Be aware of Column #69, this indicates the line number of the entry.

(8) Discard the card or cards that were replaced because of the original error. Be sure there is a card for each line needed.

(9) File new card or cards in back of the cards for Life Lab Resource Encyclopedia with the Resource Supplement Cards.

c) Content Changes

If the error to be corrected is in the content of the copy, the original Resource Encyclopedia Entry Form should be returned to the Encyclopedia Editor with a request to make correction and resubmit it on a new Resource Encyclopedia Entry Form marked "Resubmitted".

Step #36 - Life Lab Computer Co-ordinator:

a) Use Miami Dade Community College Data Processing Service Request Form #JJF 6-7-71 DP11. (See Exhibit "8- J".)

Under job name, write LLR08J00 - order 1 copy. In special instructions write "Resource Encyclopedia Supplement - Print on Special 8 x 11 Computer Paper. Use dark ribbon for Duplicating."
Complete bottom of Form.

b) Take all the proof-read cards (those previously proof-read and any proof-read corrected cards.)

c) Take the Form from Step #36 - a and the cards from Step #36 - b to the Computer Center, Room 1675, Downtown Campus.

Step #37 - Life Lab Computer Co-ordinator:

Pick up cards and print-out when ready.

Step #38 - Life Lab Computer Co-ordinator:

Refile these cards in the same section in the back of the Resource Encyclopedia storage drawer. DO NOT INTERFILE.

Step #39 - Life Lab Computer Co-ordinator:

Write in duplicate memo (#LLR08J00-3) to Systems Co-ordinator.

Where the words Supplement/Encyclopedia appear, cross out the word that doesn't apply: (in this instance Supplement/~~Encyclopedia~~ Workbook). See Exhibit "8-K" attached.

Step #40 - Life Lab Computer Co-ordinator:

Give original memo and print-out to Systems Co-ordinator.

Step #41 - Life Lab Computer Co-ordinator:

File copy of memo in Resource Encyclopedia.

Step #42 - Life Lab Computer Co-ordinator:

When you receive a copy of the newly printed Supplement for the Resource Encyclopedia do the following:

a) Take the cards relating to the completed new Supplement from their location in back part of the drawer which holds the Key-Punched Resource Encyclopedia.

b) Interfile the cards you have separated in Step (a) above, into the main body of the Resource Encyclopedia deck of Key-Punched cards.

Step #43 - Life Lab Computer Co-ordinator:

Staple supplement to the Master Copy of the Life Lab Learning Resources Encyclepedia, most recent edition. The Master Copy is in the front folder with the Resource Encyclopedia files.

LLR08J00

RESOURCE ENCYCLOPEDIA - NEW EDITION

Step #44 - Life Lab Computer Co-ordinator:

Use Miami Dade Community College Data Processing Service Request Form #FDR 10/03/74 - DP11 - side 2.

a) Check box to the left of LLR08J00 and write in number of copies wanted.

b) Fill in bottom of Form. (See Exhibit "8-I ").

Step #45 - Life Lab Computer Co-ordinator:

Take all the Key-Punched cards that have been kept in the Resource Encyclopedia file drawer, including cards reserved for Supplement, if any, in back part of file.

Step #46 - Life Lab Computer Co-ordinator:

a) Take the filled-out order from Step #44.

b) Take Key-Punched cards from Step #45.

Bring these to the Computer Center, Room 1675, Downtown Campus.

Step #47 - Life Lab Computer Co-ordinator:

Pick up the cards and the print-out when they are ready. Return cards to Resource Encyclopedia card file drawer.

Step #48 - Life Lab Computer Co-ordinator:

Give one (1) copy of print-out to Resource Encyclopedia Editor for proof-reading.

Step #49 - Resource Encyclopedia Editor:

Proof-read print-out. Indicate any errors or corrections and return to the Life Lab Computer Co-ordinator.

Step #50 - Life Lab Computer Co-ordinator:

a) Minor Changes

(1) If minor changes are needed such as spelling, etc., take the punched card that needs to be corrected out of the Resource Encyclopedia Card Pack in the Resource Encyclopedia Computer Card File in Life Lab Computer Co-ordinator's office.

(2) The correction can be made on the card if the same number of spaces are required or if additional space is not required beyond space (column) #68 on the Key-Punch card.

(3) This card must be brought back to the Computer Center, Room 1675, Downtown Campus, for correction. Pick up corrected cards.

(4) Proof-read the corrected Key-Punch cards.

(5) File these correct cards with the cards for Life Lab Resource Encyclopedia.

b) Other Changes

(1) If the error to be corrected is in the typing: Remove the corresponding punched card from the Resource Encyclopedia file in Life Lab Computer Co-ordinator's office. This card may be in the group of cards which had been marked Resource Supplement -- and the Semester Period (such as 75-2).

Step #50 - Continued

(2) Locate the original typed, special Key-Punch Form of the Resource Encyclopedia Entry, which had been storage-filed. If you cannot locate this copy, the Life Lab Secretary should have her copy on file in Secretary's office.

(3) Secretary should type a new Life Lab Key-Punch Form and 2 copies as indicated. Use the following guidelines:

If error is on any line it can be corrected without going over column #68, this can also be corrected on the card.

If the error brings the correction beyond column #68, the correction must be typed on the Life Lab Key-Punch Form, as used in the original. Go down to the line that needs correction. Be sure to type in columns 1 thru 15 on that line. In the original copy this appeared only in line 1 and was picked up for each line by the key-punch operator (see Exhibit "8-C".) These 15 columns will appear on all cards required for that entry as a card is made for each line.

Step #50- Continued

The purpose of the first 15 columns is for designating the category and for sorting.

If this line exceeds the 68 columns, make all the corrections for this entry. Keep in mind that no line can go over column #68. Allow for proper hyphenation and bring the balance of the word or sentence to the following line.

If previous space allows the correction to be completed within the 68 columns on any line, re-type entry from the line that needs correction to that point. If there are additional lines in the entry, check at this point to be sure of the continuity of the balance.

(4) Life Lab Computer Co-ordinator-keep the original Key-Punch cards of this entry separate.

(5) Bring the Life Lab Key-Punch Form to Computer Center, Room 1675, Downtown Campus for Key-Punch.

(6) Pick up cards when they are ready.

(7) Proof-read these cards. Check against original cards, which have been held aside. Be aware of Column #69, this indicates the line number of the entry.

(8) Discard the card or cards that were replaced because of the original error. Be sure there is a card for each line needed.

(9) File new card or cards in the Life Lab Resource Encyclopedia.

Step #51 - Content Changes

c) If the error to be corrected is in the content of the copy, the original Resource Encyclopedia Entry Form should be returned to the Encyclopedia Editor with a request to make correction and resubmit it on a new Resource Encyclopedia Entry Form marked, "Resubmitted".

Step #52 - Life Lab Computer Co-ordinator:

a) Use Miami Dade Community College Data Processing Service Request Form # JJF 6-7-71 - DP11. (See Exhibit "8-J".)

Under job name, write LLR08J00 - order 1 copy. In special instructions write "Resource Encyclopedia - Print on Special 8 x 11 Computer Paper. Use dark ribbon for Duplicating."

b) Take all the proof read cards (those previously proof-read and any proof-read corrected cards.)

c) Take the Form from Step #52 (a) and the Cards from Step #52 (b) to the Computer Center, Room 1675, Downtown Campus.

Step #53 - Life Lab Computer Co-ordinator:

Pick up cards and print-out when ready.

Step #54 - Life Lab Computer Co-ordinator:

Refile these cards in the same section in the Resource Encyclopedia Storage drawer.

Step #55 - Life Lab Computer Co-ordinator:

Write in duplicate memo (#LLR08J00-3) to Systems Co-ordinator. Were the words Supplement/Encyclopedia appear, cross out the word that doesn't apply: (in this instance ~~Supplement~~/Encyclopedia.) See Exhibit "8-K ".

Step #56 - Life Lab Computer Co-ordinator:

Give original memo and print-out to Systems Co-ordinator.

Step #57 - Life Lab Computer Co-ordinator:

File copy of memo in Resource Encyclopedia folder.

Step #58 - Life Lab Computer Co-ordiantor:

When you receive a copy of the new edition of the Resource Encyclopedia, do the following:

a) Remove old Master copy of Resource Encyclopedia from Resource Encyclopedia File.

b) Store old edition with Life Lab past records.

c) Mark new edition of Resource Encyclopedia "MASTER COPY" - DO NOT REMOVE".

d) Place the Master copy of the Resources Encyclopedia in the Master Copy File Folder.

Exhibit "8-A"

____
Date

MEMORANDUM

TO: All Advisors

FROM: Editor, Learning Resources Encyclopedia

RE: Resource Listing Encyclopedia/Supplement

We are requesting additional resources for a new Life Lab Learning Resource Encyclopedia/Supplement to be distributed next semester.

If you have any new resources, please describe them on the accompanying form and return it to me within three weeks.

For additional forms, please check the Reprint Room or see the Life Lab secretary.

By:______________________________

Enclosure

MEMO-LLR08J00-1
BDL-6/76

Exhibit "8-B"

COMPUTER SYSTEMS - SUGGESTED ADDITIONS OR SUBSTITUTIONS FORM

New Entry or Substitution:

Check System: Learning Resource Encyclopedia ☐ "Competency" Workbook ☐

If substitution give code number of item to be substituted: ____________________.

If new entry give Catergory or Course Number ____________.

Absolute Word Limit: 60 words

Minor Changes or Additional Information:

Check System: Learning Resource Encyclopedia ☐ Competency Handbook ☐

Code number of item to be changed: ______________________.

Absolute Word Limit: 60 words

LIFE LAB KEY PUNCH FORM

	1	2	3	4	5	6	7	8–68	69	70 & 71	72	73 & 74	75	76 & 77	78 to 80
Line 1	*	R	L	8	6	7	6 CLEP COLLEGE LEVEL EXAMS ARE GIVEN ONCE A MONTH AT MIAMI-DADE		1						017
Line 2								NORTH CAMPUS, PH. 685-4412...AND THE UNIV. OF MIAMI	2						
Line 3								PH. 284-2451. EARN UP TO A YEAR'S CREDIT OR MORE.	3						
Line 4									4						
Line 5									5						
Line 6									6						
Line 7									7						
Line 8									8						
Line 9									9						
Line 1									1						
Line 2									2						
Line 3									3						
Line 4									4						
Line 5									5						
Line 6									6						
Line 7									7						
Line 8									8						
Line 9									9						

151

Exhibit "8-C"

Prepared by________ Date________ Received by ________ Date in system________

* R L 8676 CLEP COLLEGE LEVEL EXAMS ARE GIVEN ONCE A MONTH AT MIAMI-DADE NORTH CAMPUS, PH. 685-4412...AND THE UNIV. OF MIAMI PH. 284-2451. EARN UP TO A YEAR'S CREDIT OR MORE.

GULFSTREAM SNAPRITE MADE IN MIAMI
633-8271

Exhibit "8-E"

AUDIOVISUAL SERVICES
MATERIALS PRODUCTION REQUEST
MIAMI-DADE COMMUNITY COLLEGE

No. 39185 DATE 9/15/76

DATE REQUIRED A.S.A.P.

NAME Kim Porter

CAMPUS Downtown

DEPARTMENT 1646 (life Lab)

PHONE 6768

DELIVER TO ROOM #1646

MATERIALS DESIRED Cassette copies

NO. ______

MATERIALS ATTACHED/ENCLOSED 4 Source Masters

DESCRIPTIONS AND/OR INSTRUCTIONS

FOR FOLLOWING COURSE (S)
OR PROJECT (S) ______

Numbers: 4702, 4703, 4704, 4705

Please make working, listening, North, & South masters of the above tapes.

RECEIVED ______

PRODUCED BY ______

Obtain signature= DEPARTMENT AUTHORIZATION ______

AV AUTHORIZATION ______

EXPENDITURES: MATERIALS ______ LABOR ______

DATE COMPLETED ______ DATE DELIVERED ______

Exhibit "8-F"

MIAMI-DADE COMMUNITY COLLEGE DUPLICATING

STOCK PROVIDED
_____ YES
_____ NO

☐ North Campus
☐ South Campus
☐ Downtown Campus

INFORMATION SERVICES APPROVAL, IF REQUIRED _____

1. DESCRIPTION OF JOB _____
2. SPECIAL STOCK _____
3. MASTERS – COPIES
NUMBER OF MASTERS _____ NUMBER OF COPIES _____
4. SIZE LETTER ☐ CARDS ☐
LEGAL ☐ 17 X 22 ☐
11 X 17 ☐
5. PRINT ONE SIDE ☐ BOTH SIDES ☐
6. BINDERY FOLDING ☐ PADDING ☐
COLLATING ☐ STAPLING ☐
3 HOLE PUNCH ☐

7. DEPARTMENT _____ EXT. _____
8. DATE SUBMITTED _____
9. DATE WANTED _____ TIME _____
10. SPECIAL INSTRUCTIONS _____
_____
_____
11. REQUESTED BY _____
12. APPROVED _____
DIVISION DIRECTOR

OPERATOR NO. _____

CSD - 1 7/74

Exhibit "8-9"

____
Date

MEMORANDUM

TO: Learning Resources Encyclopedia Editor

FROM: Computer Co-ordinator

RE: Proof-Reading and Corrections

I am enclosing the original Suggested Additions or Substitutions Forms together with the corresponding typed Key-Punched Forms, which require Proof-reading and correction.

Please initial each correct entry on the Key-Punch Forms.

Please note corrections where necessary as per instructions in Step #9 of the LLR08J00 program.

Enclosure

MEMO-LLR08J00-2
BDL-6/76

Exhibit "8-H"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ______________

INSTRUCTIONS:

WORK ORDER NO. __________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR08J00		

SPECIAL INSTRUCTIONS: ______________________

Key-Punch and interpret as indicated.

SUPPLIES FORWARDED: ______________________

DATE OF REQUEST: __________ DATE WANTED: __________ DATE COMPLETE: __________

SIGNATURE OF OPERATOR: ______________________

SIGNATURE OF RECIPIENT: ______________________

ORIGINATOR: ______________
DEPARTMENT: ______________
ACCT. CODE: ______________
PHONE EXT.: ______________

JJF-6/7/71
DP 11
Downtown

Exhibit "8-I"

GE TWO

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Work Request # HASP #

IV. PRINT SEQUENCE FOR STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

1) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSINGMENT FOR EACH STUDENT IN STUDENT NAME SEQUENCE.

-OR-

2) PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT IN STUDENT NUMBER SEQUENCE.

-OR-

3) DO NOT PRINT THE STUDENT LISTING THAT SHOWS STAFF PROGRAMMER ASSIGNMENT FOR EACH STUDENT.

13 ☐ ☐

_____copies _____

☐ ______ ______SAS01J00 GUM LABELS. _____copies.

☐ ______ ______LLR01J00 PRINT LIFE LAB TAPE EVALUATIONS. ____NO. OF COPIES; ____REVERSE SIDE.

☐ ______ ______LLR05J00 PRINTS LIFE LAB AUDIO TAPE DESCRIPTION. TAPE NUMBER ORDER____; SPEAKER NUMBER ORDER____.

☑ ______ ______LLR08J00 RESOURCE LISTINGS. NO. OF COPIES 2.

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR08J00	"Resource listing on standard paper"	

CHECK appropriate square (s) to indicate requesting Job Number.

Date of Request__________ Date Wanted__________ Date Completed__________

Signature of Operator__________ Recipient__________

Originator__________ Dept. Life Lab Acc. No.__________

FDR 10/03/74

DP 11

Exhibit "8-J"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. __________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR08J00		1

SPECIAL INSTRUCTIONS:

Resource Encyclopedia -

Print on special 8 × 11 computer paper.

Use dark ribbon for duplicating

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: ____________
ACCT. CODE: ____________
PHONE EXT.: ____________

JJF-6/7/71
DP 11
Downtown

Exhibit "8-K"

Date

MEMORANDUM

TO: Life Lab System Co-ordinator

FROM: Life Lab Computer Co-ordinator

RE: Print-Ready Print-Out of Resource Listing Encyclopedia/Supplement

Enclosed please find the original and only copy of the Supplement/Workbook print-out as requested.

This is the print-out that is given to the Duplicating Department or printer who will be producing the necessary copies.

By:

Enclosure

MEMO-LLR08J00-3
BDL-6/76

PROCEDURE OUTLINE FOR LLR05J00 PROGRAM

LIFE LAB TAPE LISTING

PURPOSE

a) The LLR05J00 produced a listing of all audio tapes in the Life Lab Tape System numerically or alphabetically by speaker.

b) It also produces a listing of any resources provided they are given a 4-digit code.

NOTE: This program is not being used for the audio tape listings at the present time. The audio tape lists are now part of the Life Lab Learning Resources Encyclopedia (LLR08J00).

A copy of the old Life Lab Tape List is included. (See Exhibit "5-A".) This is no longer valid as the 4-digit code number has been changed to a 7-digit alphanumeric code.

The LLR05J00 program may be used for any similar purpose as the Life Lab Tape List (see Exhibit "5-A") provided it uses a 4-digit code.

Exhibit "5-A"

Note: This index is good only
from May 1975 to August 1975.
A new index is issued each year.

LIFE LAB TAPE LIST

PURPOSE OF TAPE RESOURCE: Life Lab tapes include widely divergent points of view. We do not intend to advocate or "teach" any one particular viewpoint. We feel that an opportunity to listen to a wide variety of resource speakers, with whom you both agree and disagree, is important to the concept of self-directed learning.

A BASIC LEARNING CONCEPT: We would like the learning process to be more than just storing information. Therefore, it is important for you to respond to all teaching resources, including tapes. The simplest form of response can be to record and evaluate the tape on your Summary Log form and in your Personal Journal. (This is essential in order to receive credit for the tape on your Life Lab Study Contract.) A more meaningful response is to interact with someone else about how you hear and feel about the tape. When possible, listen to tapes with other persons; stop and discuss the tape whenever you want. A number of tape response forms are available to help you evaluate your learning individually or in groups.

TO HELP YOU IN YOUR PLANNING: The numbers following the tape description are explained in the tape index. For example, the 45 indicates it would relate to psychology, the number 05 would indicate that it is especially useful in small groups. Those tapes classified by the number 03 are especially useful for small group participation. Some of these have accompanying reprints which you can pick up at the Life Lab Downtown Center in the Reprint Room. Many groups have found self-directed learning very exciting and stimulating. We hope you'll feel free to experiment.

LIFE LAB TAPE CATEGORY LEGEND

CATEGORY	NUMBER DESCRIPTION
01	AUDIO POOR BUT INCLUDED FOR SPECIAL SUBJECT VALUE
02	CORE TAPES RECOMMENDED FOR SAMPLING
03	S-D TAPES REQUIRING GROUP INTERACTION
04	S-D TAPES FOR USE BY INDIVIDUALS OR GROUPS
05	TAPES ESPECIALLY USEFUL FOR GROUP DISCUSSION
06	90-MINUTE TAPES
07	RELATED PRINTED MATERIAL AVAILABLE
21	ART
22	BIOLOGY AND PHYSIOLOGY
23	BUSINESS ADMINISTRATION
24	CAREER ORIENTATION
25	ECONOMICS
26	EDUCATION
27	ENGLISH
28	GEOLOGY
29	HISTORY
30	HOME AND FAMILY LIFE
31	HUMANITIES
32	JOURNALISM
33	MATHEMATICS
34	MUSIC
35	PHILOSOPHY AND LOGIC
36	POLICE SCIENCE AND CRIMINOLOGY
37	POLITICAL SCIENCE
38	RELIGION
39	SECRETARIAL SCIENCE
40	SOCIAL SCIENCE
41	SOCIOLOGY
42	SPEECH
43	MISCELLANEOUS
44	NATURAL HISTORY
45	PSYCHOLOGY AND SELF-IMPROVEMENT
46	MAN AND ENVIRONMENT
47	ANTHROPOLOGY
48	FLORIDA HISTORY
49	WOMEN'S MOVEMENT
50	MINORITY MOVEMENTS
51	RACE RELATIONS
52	HUMOR
53	LIFE LAB BACKGROUND INFORMATION
54	SPANISH
55	HUMAN SEXUALITY
56	PARAPSYCHOLOGY
57	EASTERN THOUGHT AND MEDITATION
58	SCIENCE
59	SOCIAL PROBLEMS
60	LITERATURE AND POETRY
61	AUDIO VISUAL
62	EARTH SCIENCE
63	STATE AND LOCAL GOVERNMENT
64	AMERICAN FEDERAL GOVERNMENT
65	HUMAN RELATIONS
66	HEALTH AND NUTRITION
67	LAW

5575	AAHE CROSS PAT MODEL PROPOSAL FOR INSTITUTIONAL CHANGE	26,65
5577	AAHE 1973 APPROCHES TO RECRUITING AND COUNSELING	26
5053	ADAMS JAMES PANEL ON THE SOCIETY WE LIVE IN	47,41
5846	ALBEE EDWARD DRAMA THE AMERICAN DREAM AND THE SANDBOX	60,31
5847	ALBEE EDWARD DRAMA WHO'S AFRAID OF VIRGINIA WOLFE?	60,65
5075	ALPERT RICHARD HOW A HARVARD PROF BECAME BABA RAM DASS PART 1	35,57
5076	ALPERT RICHARD BABA RAM DASS PART 2	35,57
5077	ALPERT RICHARD BABA RAM DASS PART 3	35,57
5078	ALPERT RICHARD BABA RAM DASS PART 4	35,57
5574	ALTERNATIVE LIFE STYLES,SERIES,I.-LIFE ON A SAILBOAT	30,45,46
5911	ALTMAN D H CHANGES IN THE YOUNGER GENERATION MISSELDINE SIDE 1	45,41
5454	ANTHROPOLOGY WORLD OF MARGARET MEAD	47,65
5534	ARICA MUSIC & BASIC EXERCISES LISTENING WITH SOLES OF FEET	57,31,66
5305	ARMSTRONG BISHOP JAMES ON THE RELIGIOUS MAN IN THE 70'S	38,41
5557	ARMSTRONG JAMES RELIGIOUS MAN AN APPEAL TO BECOME USEFUL	38,59
5255	ASHMORE HARRY TOTALLY OVERHAULING OUR ELECTION SYSTEM	64,40
5259	ASHMORE HARRY CIVIL RIGHTS IS NOT RIGHT OF CIVIL DISOBEDIENCE	37,40
5268	ASHMORE HARRY MIDDLE CLASS ENTRAPPED BY SELF CONCERN	63,40
5081	BACH GEORGE DISCUSSES THE RELATIONSHIP OF SEX & AGGRESSION	45,55,02,07
5204	BACH GEORGE AGRESSION FIGHTER PERSONALITY	45,65
205	BACH GEORGE LOVE SEX & AGRESSION THE GENERATION GAP	55,59
5206	BACH GEORGE YOU ARE AGRESSIVE	45,65
5525	BAKULA JIM & JOANN PATHS IN SEARCH FOR KNOWLEDGE OF SELF	35,38,45,57
5034	BANKS MURRAY A PSYCHOLOGIST ON YOUR ODDS OF BEING NEUROTIC	45,65,02,04
5038	BANKS MURRAY HAPPINESS IS THE SUBJECT LAUGHTER THE RESULT	45,52,04
5116	BANKS MURRAY PSYCHOLOGIST EXPLORES THE DRAMA OF SEX	45,55,04
5117	BANKS MURRAY GIVES SOME BASIC LESSONS ON LOVE	30,45
5118	BANKS MURRAY HOW TO QUIT SMOKING IN SIX DAYS OR DIE IN SEVEN	66,52,07
5146	BANKS MURRAY A SURE WAY TO GET YOUR HEAD EXAMINED	45,52
5126	BANTA TOM TAPE OF HIS CLASS	26
5058	BARBARA A HIGH IQ PROSTITUTE DISCUSSES HER PROFESSION	47,41,04
5306	BARCLAY WILLIAM BIBLICAL SCHOLAR INTRODUCES THE BIBLE PART 1	38,35
5307	BARCLAY WILLIAM BIBLICAL SCHOLAR INTRODUCES THE BIBLE PART 2	38,35
5083	BATESON GREGORY THE DOUBLE BIND IN FAMILIES DILEMMA FOR CHILD	30,41,02
5961	BEBER CHARLES M D BIO NEEDS AND MYTHS IN OLDER ADULTS	59,22
5511	BECKER EARNEST THE EVERYDAY HEROICS OF LIVING AND DYING	01,38,40
5579	BEIER ERNEST AND JD GILL DISCUSS NON-VERBAL COMMUNICATION	45,65
5079	BETTELHEIM BRUNO DISCUSSES PROBLEMS OF CHILDREN	45,41,02
5065	BIERER JOSHUA CONCEPT OF OPEN THERAPY FOR MENTAL PATIENTS	45,41,04,02
5381	BIOLOGY ORIGINS OF LIFE A CURRENT CONTROVERSY	22,35
5145	BLACK BOX CONTROVERSIAL POETRY MAGAZINE PUBLISHED ON TAPE 1973 POETRY CONTROVERSIAL POETRY MAGAZINE PUBLISHED ON TAP	60,50
5904	BOYD MALCOLM ON JESUS THE CHURCH & PRAYER	39,41
5277	BRANDEN NATHANIEL MAN/WOMAN RELATIONSHIPS EMOTIONS ETC PART 1	47,65
5278	BRANDEN NATHANIEL DISCOVERING THE UNKNOWN SELF PART 2	35,45
5279	BRANDEN NATHANIEL DISCOVERING THE UNKNOWN SELF PART 3	35,45
280	BRANDEN NATHANIEL NATURE OF LOVE PART 4	45,41
5281	BRANDEN NATHANIEL NATURE OF LOVE PART 5	45,41
5282	BRANDEN NATHANIEL HEALTHY VS NEUROTIC LOVE PART 6	41,45

Part III

Interest Programs

DEVELOPING A NEW INTEREST QUESTIONNAIRE
FOR THE LLR20J00, LLR22J00 AND LLR28J00 PROGRAMS

PURPOSE

Due to changes in student interests and availability of Life Lab Program resources, it is necessary that a new Interest Questionnaire be developed and tailored to the needs of a specific semester. The new Interest Questionnaire must be ready for distribution and use during the Registration Week which takes place approximately eight weeks prior to the new semester. For this reason development of a new Interest Questionnaire should begin, at the latest, in the first week of the semester in which the Questionnaire is to be administered. This is to permit sufficient time to gather information, develop forms and duplicate.

PREPARATION

Step #1 - Life Lab Systems Co-ordinator:

At the end of a semester when responsibilities are finalized for the next semester, designate an Interest Questionnaire Committee to be responsible for the development of a new Interest Questionnaire. It is essential that the Computer Co-ordinator be a member of the Interest Questionnaire Committee.

Step #2 - Interest Questionnaire Committee:

a) Review types of Interest Questionnaires used previously with particular attention to format and types of questions.

b) Use previous forms as guides and decide the purpose and content of any new Interest Questionnaire to be developed. Decisions should be made about the type and number of items and number of choices allowed. (Experience has shown that students have difficulty with very long forms containing many items.) Possible options should be listed for each category, such as, location, days, times, topic areas, etc. (See Exhibits "IQ-A" through "IQ-G")

c) Contact Life Lab resource people, if necessary, to determine possible involvement and listing on Interest Questionnaire.

d) Write a list of items and choices for possible use in the Interest Questionnaire.

e) Give list to Systems Co-ordinator.

Step #3 - Life Lab Systems Co-ordinator:

Review recommendations from Interest Questionnaire Committee. Approve with any modifications that are appropriate.

Step #4 - Life Lab Systems Co-ordinator and Life Lab Computer Co-ordinator:

The Interest Program format contains eighty spaces for information.

These eighty spaces are divided in groups or fields. The fields are locations of specific information. Some of this information is required for the program to run and some of it is optional. Each bit of information is transferred to the Student Interest Card. The Student Interest Card contains 80 columns, exactly the same number of spaces the program can handle. The Student Interest Card will be key-punched from a coded response which will be filled out at Registration sheet (see Exhibits "IQ-A" through "IQ-G"). Develop the coded response form as follows:

a) The first seven columns of the Student Interest Card must contain the student number. Provide seven spaces or boxes for the student to enter student number. Number these from "1" to "7" under or next to the space or box provided for the key-punch operators' use. (See Exhibits "IQ-A" through "IQ-G").

b) Column number 8 is the address option column. If any information is entered into column number 8, a student's address will not be printed on the print-out. This is done to protect the privacy of students not wishing to be contacted by others. At some time it may be permitted to leave this space blank, but that should only be done when the student can refuse to fill out any Interest Questionnaire. It is not proper procedure to require students to divulge information they may wish to keep private. If the address listing is optional, provide one space or box for this response. Number this box, or space, "8". This gives the student two options, either yes or no. Otherwise skip this step. If this step is skipped, addresses will be printed automatically.

c) Column number 9 on the Student Interest Card is the telephone option. If anything is entered in this column a student's phone number will not be printed on any resulting print-out. The same statements as in the address option apply here. One difference is that a student may want an address printed but not want a telephone number printed. Therefore, even if the address option is not available, the telephone option might be available. If telephone number listing is optional, provide one space or box for this response. Number the box or space "9". This gives the student two options, either yes or no. Otherwise, skip this step. If this step is skipped telephone numbers will be printed automatically.

d) Column number 10 on the Student Interest Card is the first of four individual selection fields. The Interest Programs are designed so that the computer can read what is listed in this column and make a decision whether or not to include this student on a list. In the past this column has contained carpool responses. A student reading an Interest Form (see Exhibits "IQ-A" through "IQ-G") placed a "1" in the box numbered 10 (matches the column number) if they had a car and were willing to carpool, a "2" if they had no car and were willing to carpool, and a "3" if they were not willing to carpool. The computer could be instructed to read the punch in column 10 and print a roster of people. Since this field is only 1 column wide (column 10), the maximum number of options is 10 if numbers are used (1-9 plus 0). While the carpool item gives the student three options, column number 10 can be utilized with up to ten numbered options. If column number 10 is used, one box or space must be provided. Number the box or space "10". If this option is not used, skip this step.

e) Column number 11 is another individual selection field, similar to column number 10. Column number 11 can be utilized with up to 10 numbered options. If column number 11 is used, one box or space must be provided. Number the box or space "11". If this option is not used, skip this step.

f) Column number 12 is the last individual selection field that is 1 column wide. It is similar to columns number 10 and number 11. Column number 12 can be utilized with up to 10 numbered options. If column number 12 is used, one box or space must be provided. Number the box or space "12". If this option is not used, skip this step.

g) Columns number 13 and number 14 are a two-column wide individual selection field. Since it is two columns wide it can be used for letter abbreviations. In the past it has been used for requesting preferred location for special seminars (for example, SC = South Campus, NC = North Campus, DC = Downtown

Campus, FS = Far South, Homestead.) Since columns number 13 and number 14 are an individual selection field, the computer can be instructed to read only these two columns and make selections. If the two-space individual selection field is to be used, two spaces or boxes must be provided for it. Number these "13" and "14". If this option is not used, skip this step.

h) Columns number 15 through number 34 are the first field of grouped selection spaces. They are clustered in fours (15-18, 19-22, 23-26, 27-30 and 31-34). Each cluster can contain four letters. The computer searches each of the five clusters. If it finds data that it has been instructed to use in sorting, it sorts the student's information. If it doesn't it goes to the next step. In the past, these clusters of four have been used to store days and times a student is available. For example MFAF would mean Monday through Friday in the Afternoons while SAMO would mean Saturday Mornings. If the computer were instructed to generate a list of students available weekday evenings (MFEV), it would search columns 15-34 until it either found MFEV or reached column 35, at which point it would stop searching for MFEV. If the four-space selection clusters located in columns number 15 through number 34 are used four spaces or boxes must be provided for each cluster, to a maximum of five clusters. Place these so that they are grouped in fours to help the student respond accurately. Number the first group "15", "16", "17", "18", the second group "19", "20", "21", "22", the third group "23", "24", "25" "26", the fourth group "27", "28", "29", "30", and the fifth group "31", "32" "33", "34". Experience has shown that usually a maximum of three clusters will be sufficient for day and time groupings. If this option is not used, skip this step.

i) Columns number 35 through number 48 are the second set of grouped selection spaces. This set is grouped by two's (35-36, 37-38, 39-40, 41-42, 43-44, 45-46, and 47-48). The same rules as for columns number 15 through number 34 apply except that in columns number 35 through number 48 the spaces are grouped in sets of two. Each set can contain two letters or numbers. In the past we have used these columns to identify the advisors (by number) that the student is interested in. An advisor could then instruct the computer to search columns number 35 through number 48 and select the students indicating interest in the advisor. Advisors are being identified by number (between 01 and 99). If the computer searches through all seven pairs of columns and does not find the listing, it stops searching for that listing and goes to the next one. These sets are also available to accept any type of alphabetically coded response to questions about interests, groups, activities, surveys, etc. If the two-space grouped selection field is being used, two spaces or boxes must be provided for each choice. Group these in pairs for convenience of the student and number them "35"-"36", "37"-"38", etc., up to "47"-"48". Separate this group from the four-space group. If this option is not used, skip this step.

j) Columns number 49 through number 78 are a second field of grouped selection spaces. These are grouped also by twos (49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66 67-68, 69-70, 71-72, 73-74 75-76 and 77-78). The same rules apply as with columns number 35 through 48. If this two-space grouped selection field is being used two spaces or boxes must be provided for each of up to fifteen pairs of responses. Group these in pairs. Separate them from the other sets of spaces or boxes and number them "49"-"50", "51"-"52", etc., up to "77"-"78". If this option is not used, skip this step.

k) The final two columns, columns number 79 and number 80 are used to identify the student's advisor (using the two number code). This will cause the advisor's name to be automatically printed under the student's name on certain listings. If the advisor code spaces are used, two spaces or boxes must be provided for this option. Separate them from the rest and number them "79" and "80". If this option is not used, skip this step.

NOTE: Instructions or brief descriptions may be included on the form (see Exhibits "IQ-A" through "IQ-G"). If instructions are included, they should go to the right of the spaces or boxes or above them. Any spaces or boxes provided for responding should be large enough to write in. They must be numbered to the left or below so that the key punch operators can find them easily.

Step #5 - Life Lab Systems Co-ordinator and Life Lab Computer Co-ordinator:

To develop coded responses for the items generated in Step #5 (above), do the following:

a) If the address option code is used, include written instructions to respond "N" (for NO) if the student does not want address listed. Programs will automatically print the student's address if space number 8 is left blank. If this option is not used, skip this step.

b) If the telephone number option code is used, include written instructions subject to respond "N" (for NO) if the student does not want telephone number listed. Programs will automatically print the student's address if space number 9 is left blank. If this option is not used, skip this step.

c) If column number 10, an individual selection field, is used, assign numerals 1, 2, 3, 4 5, 6, 7, 8, 9 or 0 as needed to the response options. If this option is not used, skip this step.

d) If column number 11, an individual selection field, is used, assign numerals 1, 2, 3, 4, 5, 6, 7, 8, 9 or 0 as needed, to the response options. If this option is not used, skip this step.

e) If column number 12, an individual selection field, is used, assign numerals 1, 2, 3, 4, 5, 6, 7, 8, 9 or 0 as needed, to the response options. If this option is not used, skip this step.

f) If columns number 13 and 14 are used, assign a two-letter code to each response option. No pairs of two letter codes should be the same.

NOTE: Since the computer cannot tell the difference between a two digit number used as a code for an advisor and any other two digit number, we must use letters for anything we want to be placed in columns 13-78, such as SC = South Campus AA = Field Trips, AB = Museums, etc.

g) If columns number 15 through number 34, the 4 space group selection, is used, assign two-letter codes if using day and time responses or any other combining strategy (day and hour, group and leader, etc.) No pairs of two-letter codes should be the same. For example, if SD is the code for "South Dade" in columns number 13 and 14, do not use SD for "Sundays" in the day and time codes.

h) If columns number 35 through number 48 are used, assign a two-letter code to each response option. No pairs of two-letter codes should be the same.

i) If columns number 49 through number 78 are used, assign a two-letter code to each response option. No pairs of two-letter codes should be the same.

j) If columns number 79 and number 80 are used, code advisors with number from 01 through number 99 as used in other programs.

Both Systems Co-ordinator and Computer Co-ordinator have the list of assigned numbers.

NOTE: Under no conditions should any two-letter codes be the same. If this happens, the print-out will be inaccurate. There are 26 x 26 different two letter combinations, use them as necessary.

Step #6 - Life Lab Systems Co-ordinator and Life Lab Computer Co-ordinator:

a) Develop an instruction form that includes instructions for answering the Interest Questionnaire. Include the items and codes selected in Steps #5 and #6, above. This may include spaces or boxes.

b) Test the newly developed forms with several students to find any problems that may arise. Make corrections as necessary. This test run must be done to insure the validity of the responses.

Step #7 - Life Lab Systems Co-ordinator:

a) Send Questionnaire and Response Sheet master copies to Duplicating Department with a request for the number that will be needed.

b) When the forms are returned the Systems Co-ordinator is responsible for seeing that the forms are completed (usually at registration or in peer classes) and returned to the Computer Co-ordinator.

ADMINISTERING AN EXISTING INTEREST QUESTIONNAIRE

At the time of this writing, the content of all existing Interest Questionnaires is out-of-date. Before any Interest Questionnaire can be used a second time, the following steps must be performed.

Step #9 - Life Lab Systems Co-ordinator and Life Lab Computer Co-ordinator:

a) Select a previously used Interest Questionnaire.

b) Determine any changes in content, if necessary.

c) Test the newly developed forms with several students to find any problems that might arise.

Step #10 - Life Lab Systems Co-ordinator:

a) Send master copy or good quality duplicate to Duplicating Department with request for sufficient number of copies.

b) Assume responsibility for seeing that the forms are filled out (at registration or in peer classes) and returned to the Computer Co-ordinator.

Exhibit "IQ-A"

D11/17/74

INTRODUCTION TO THE LIFE LAB STUDENT INTEREST PACKET

This Packet gives you power as a student. It also gives you responsibility. By your choices you help decide the direction for Life Lab. You greatly increase the potential learning experiences for yourself and for other students in Life Lab.

A Tip In Using This Packet: Take plenty of time to study the Packet. Before writing your choices on the response sheet, read the entire Packet and carefully consider your priorities. A response form is on the back of this page.

* It is very important for every Life Lab student to use this Packet and turn in a response form.

* It is very important for Life Lab students to read the document "Rationale for Life Lab Learning Activities" D10/10/74 in order to understand the purpose of the activities listed in this Packet. D10/10/74 is attached.

* Be sure your student number is correct on the response form. Please check it carefully.

LIFE LAB DIRECTORY & INTEREST INDEX

F/10/22/74

INSTRUCTIONS: Please fill in clearly. Each section is explained and choices given for the boxes on a separate sheet. Data from this form will be used in preparing a Student Directory. It also will put you on special mailing lists that match your individual interests and the times and places best for you.

Last Name First Name

☐ ☐ ☐ ☐ ☐ ☐ ☐ Your Student Number
1 2 3 4 5 6 7

☐ Enter "N" in box to left if you DO NOT want your address to appear in the Life Lab Student Directory. Leave blank if you do.
8

☐ Enter "N" in box to left if you DO NOT want your phone number to appear in the Life Lab Student Directory. Leave blank if you do.
9

SECTION 1:

A ☐ Enter the correct code number indicating your interest in a carpool to and from Life Lab activities.
10

B ☐ Enter the correct code number indicating your interest in participating in a Self-Directed Learning Lab small group.
11

C ☐ Enter the correct code number indicating your preference for a meeting place for a Self-Directed Learning Lab. Leave blank if you are not interested in joining such a group.
12

SECTION 2:

A ☐☐ Enter the correct code number indicating your preference for the location for your Update Conference with your Program-Advisor and for Life Lab seminars & workshops.
13 14

B
DAY - TIME DAY - TIME
☐☐ ☐☐ ☐☐ ☐☐
15 16 17 18 19 20 21 22
Enter the correct code numbers indicating days and times you prefer for Life Lab activities.

DAY - TIME DAY - TIME DAY - TIME
☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐
23 24 25 26 27 28 29 30 31 32 33 34
Start with upper left for highest priority, upper right for 2nd, lower left for 3rd, etc. You do not have to fill in all boxes.

SECTION 3:

A
☐☐ ☐☐
35 36 37 38
☐☐ ☐☐
39 40 41 42

Starting with boxes at far left, enter the correct code numbers indicating areas of special interest to you. Upper left is highest priority, upper right 2nd priority, lower left 3rd, and lower right 4th. You do not have to fill in all boxes.

SECTION 4:

A
☐☐ ☐☐
49 50 51 52
☐☐ ☐☐
53 54 55 56
☐☐ ☐☐
57 58 59 60

Starting with box at upper left, enter the correct code numbers indicating specific Life Lab learning activities you definitely would like to participate in. Use the same priority system as in Section 3, including up to a maximum of six high priority activities. You do not have to fill in all boxes.

SECTION 5:

A ☐☐☐☐
77 78 79 80

Enter the correct four code letters for your Program-Advisor if you have been assigned one; otherwise, leave blank.

LIFE LAB STUDENT INTEREST PACKET FOR WINTER TERM 1975

INSTRUCTIONS: This packet provides a way for you to express your special interests and special circumstances so that we can design Life Lab activities that are responsive to your interests and needs. For each Section in this packet select the appropriate code numbers for your interests and fill them in on the "Life Lab Directory & Interest Index" response form (F10/22/74).

HOW YOUR RESPONSES WILL BE USED: We will use your responses in three ways. First, we will compile a Life Lab Directory which will list all Life Lab students and their interests. Each student can get a copy of this directory, which will facilitate students with similar interests getting together. If for any reason, you do not want your phone number and/or your address listed, there is a place to indicate this on the response form. Second, we will compile groupings of students according to their interests and times available. We then will help these students get together to plan and carry out learning activities of particular value to them. Third, we will create specialized mailing lists for sharing information that relates to your particular interests.

CODED RESPONSES FOR SECTION 1:

Fill in the code number indicated below to show your interest in the following:

A: (1)-Interested in a carpool and can sometimes provide a car.
(2)-Interested in a carpool but can not provide a car.
(3)-Not interested in a carpool.

B. (1)-Interested in trying out a Self-Directed Learning Lab. (This is a small group using tapes or other resources meeting together usually once a week for 2 to 3 hours. Groups can meet at one of Miami-Dade's campuses, churches, synagogues, community centers, parks, beaches, students' homes, etc. Usually a group meets for an experimental period of 4 to 6 weeks and then members decide if they wish to continue.)
(2)-Am not interested in participating in such a group.

C. IF INTERESTED IN A SELF-DIRECTED LEARNING LAB GROUP, INDICATE:

(1)-Group could sometimes meet at my home.
(2)-I prefer meeting in my neighborhood and I think I could help locate a meeting place other than my home.
(3)-I prefer meeting at MDCC Downtown Campus.
(4)-I prefer meeting at MDCC North Campus.
(5)-I prefer meeting at MDCC South Campus.

IF NOT INTERESTED, LEAVE ITEM "C" BLANK.

CODED RESPONSES FOR SECTION 2:

Fill in the code letters below to indicate your preference for a place to meet with your Program-Advisor for conferences to Update your Study Contract and for small seminars.

A. (DC)-Downtown Campus.
(NC)-North Campus.
(SC)-South Campus.
(SD)-South Dade area (Goulds to Homestead).
(PA)-Program-Advisor's home...if Program-Advisor has agreed.

Fill in the code letters below to indicate the days and times you could arrange to participate in Life Lab activities. List days and times best for you first. But include all times that are possible. That way you will be notified about the maximum number of activities.

B. DAYS:

(MO)-Monday
(TU)-Tuesday
(WD)-Wednesday
(TH)-Thursday
(ST)-Saturday
(SN)-Sunday
(CH)-Schedule I've indicated will change.

TIMES:

(EM)-Early Mornings (before 8a.m.).
(MR)-Mornings (around 9a.m-noon).
(AF)-Afternoons (noon-4p.m. or so).
(EE)-Early Evenings (4p.m.-7p.m.).
(EV)-Evenings (7p.m.-10p.m. or so).
(MA)-Morning and Afternoon.
(ME)-Morning and Evening.
(AT)-Anytime, if planned in advance.

CODED RESPONSES FOR SECTION 3:

Fill in the appropriate code numbers below to indicate your interest in participating in any of the following special interest areas.

A. (01)-I welcome contacts from others with mutual interests; feel free to call me, and I may call others too.
(02)-Student Peer Group to participate in Life Lab program planning and management, and/or serve as a resource contact for new students entering Life Lab.
(03)-I am willing to provide overnight lodging for visiting students and faculty from other experimental educational programs from around the country...men or women OK.
(04)-I can provide lodging, but WOMEN only.
(05)-I can provide lodging, but MEN only.
(06)-Creative Communications for students who want to share their writing and art; possibly edit a Life Lab Creative Journal, write for Life Lab Newsletter, paint a mural...
(07)-Cross-Cultural Sharing; learn conversational Spanish or French with Life Lab students, invite foreign students home for a meal, Study Group on American Indian Culture, Black-White Interracial Discussion Group, plan cross-cultural field trips.
(08)-Life Lab Get-Togethers (can include family & friends). Examples: Picnic at beach. Saturday at So. Campus with a film festival, swimming, tennis, etc. & pot luck meal.

CODED RESPONSES FOR SECTION 3 - continued

(09)-Day Care Center at Downtown Campus; would use facility if available, and/or would help plan and staff it.
(10)-Monthly Life Lab Community Meeting; to include a report a report from the director and staff on Life Lab developments & plans, announcements about learning opportunities, and sharing by students about their projects & interests.
(11)-Music & Drama Groups; making music and listening to it, planning dramatic presentations and attending them.

CODED RESPONSES FOR SECTION 4:

Fill in the code numbers indicated below to give information about special Life Lab learning activities that are either planned or may be planned if enough people are interested.

A. (51)-Half Day & Full Day Field Trips on Florida history, natural science, biology, geology and ecology.
(52)-Half Day or Evening Field Trips in Humanities, visit local artists' homes, galleries, plays, concerts, museums, etc.
(53)-Weekend Overnight Field Trips in Florida history, natural science, etc.; as well as Half & Full Day Trips.
-Week-long Field Trips which will involve some transportation expense, but students usually can camp out to reduce the cost of lodging. Some possible field trips, depending on student interest, are:
(54)-Marine Biology Field Trip on Florida Keys.
(55)-Natural History Canoe Trip through the Everglades.
(56)-Parapsychology Field Trip to the North Florida winter home of Spiritualists in the town of Cassadga. A sidetrip to Stonesoup Free School could be included.
(57)-Audio-Visual Resources; workshops on use of A-V equipment, including cameras and video. One group can preview films, help select new films, and plan a film festival. Other groups can use media for study programs, including the beautiful new "Ascent of Man" series, and our video "courses" on yoga and health.
(58)-Political & Social Action Group; how to make the power of an individual count, seminars, field trips, consumer affairs...
(59)-Humanistic Psychology; groups work on interpersonal communications, human relations, goal-setting, encounter, TA... as well as use personality inventories and sociometric surveys to increase self-understanding...
(60)-Religion & Philosopy; Judeo-Christian concepts, value clarification...can include field trips.
(61)-Eastern Religions & Philosophy; include an Alan Watts Study Group, use books, films and tapes...can include field trips to local ashrams.
(62)-Health & Nutrition; taking responsibility for your own mental and physical well-being...consider mind-body therapies, structural integration, biofeedback, yoga, acupuncture, etc.
(63)-Personal Awareness; consider body movement, fantasy, creative art forms, relaxation...will include a Saturday workshop with Poldi Orlando "Recreating the Creativity of Everybody's Childhood."

CODED RESPONSES FOR SECTION 4 - continued

(64)-Death Acceptance, Life Affirmation Workshops; includes opportunity for a field trip to the Mortuary Science Dept. at North Campus to work with a cadaver.
(65)-Math Games Workshops, games of logic, visit Math Lab.
(66)-Parapsychology & Occult Studies; include astrology, dream interpretation, hypnotism, etc.
(67)-Human Sexuality Seminars.
(68)-Futuristics; read, discuss and share resources about the rapidly growing field of Futuristics...plan for a continually changing but ecologically balanced "Spaceship Earth;" include study of Science-Fiction literature.
(69)-Alternative Life Styles; new family groupings, communes, free schools...can make field trips.
(70)-Outdoor & Nature Interests; camping, canoeing, skin diving, sailing, fishing, hiking, etc.
(71)-Martial Arts; self-understanding through the discipline of the Oriental Martial Arts...techniques of "centering", increasing and controlling one's energy flow, etc.
(72)-Biology Lab; opportunity for in-depth learning in Mike Brodsky's self-directed biology lab.
(73)-Communication Skills Lab; improve writing and reading skills, learn speed reading, learn to write research papers, etc.
(74)-Cooking: Gourmet, "Home", and Natural Foods...maybe plan occasional pot luck meals.
(75)-Women's Rights Movement; maybe a sharing, conscious-raising study group.
(76)-Single Parents Discussion Group.
(77)-Literature Seminars; focus on modern poetry, "great books".
(78)-Alternative Educational Programs; study other alternative programs for bachelor and graduate degrees, humanistic education.
(79)-Research and Research Methodology Seminars; how to do and to interpret research...how results can be misleading....
(80)-Recreation Games; bridge (Duplicate or Rubber), chess, backgammon...what do YOU want to teach?
(81)-Home Economy; energy conservation, budget savings, figuring income tax, simple accounting systems for the home, etc.
(82)-Plants & Growing Things; workshops on starting a garden, preserving foods...also field trips to public and private gardens and farms.

OPPORTUNITY FOR NORTH CAROLINA LEARNING EXPERIENCES in cooperation with Warren Wilson College, Swannanoa, North Carolina.

Background: Warren Wilson College is a small, 4-year Liberal Arts college on a beautiful 1200 acre mountain campus near the Blue Ridge Parkway. Its approximately 300 American students and 100 foreign students (mostly from Asia, Africa and the Middle East) live, study and work on the campus. Students and faculty provide all labor for operating the campus - including grounds and building maintenance, dish washing, and operating a large farm - and in return the college provides them with housing and meals. All faculty live on campus. The "College Community", made up of staff and student representatives, establish policy and plan curriculum for the college.

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The Warren Wilson Community is interested in undertaking a number of informal exchanges and possible student projects with participants at Life Lab. Some of these projects would be in cooperation with the experimental "Alpha College", a unit of the College of DuPage, a community college located about 30 miles west of Chicago.

Planning Meeting: Representatives from Warren Wilson and Alpha College will visit Miami in late January to meet and discuss cooperative activities that might be of interest to Life Lab students. If you want to be invited to these exploratory meetings, it is important you indicate an interest in one of the activities listed below.

Costs: We intend to keep costs minimal, but you would have to provide your own transportation to Warren Wilson College (about 15 miles north of Ashville) for activities there. Small groups of students could create carpools. Also families could go together. In some cases, Life Lab students could work 15 hours a week to completely pay for their room and board, if they wished. Otherwise, accomodations in the dorm would cost $2 per person per day. Meals in the cafeteria are nominal. Also, it may be possible to arrange to camp on the campus.

Possible Learning Opportunities for Life Lab Students:

(83)-Live as a member of the Warren Wilson College Community for periods of from 2 days to 4 months. You could experience a rural, isolated (and we think unique) learning community. You would be invited to participate in community meetings and some classes. Special arrangements might be made for you to work on the farm or in other activities of interest to you.

(84)-Same as "83" above, except you would participate in the Self-Taught Language Program using the intensive "Peter Boyd-Bowman System" developed at the University of Buffalo. WWC foreign students serve as tutors in this program. Many languages not usually available at American universities can be studied, including languages from Asia, Africa, India, and the Middle East. A minimum of 2-weeks residence is necessary to make this program worthwhile, and a longer period is highly recommended.

(85)-Join in a Natural History Backpacking Trip through the Smokey Mountains in the spring...probably 1 week or more.

(86)-Tentative summer "Conference on Experiential Learning" focused on a specific experiential project -- building a geodesic dome in the mountains as a base for joint Warren Wilson - Life Lab - Alpha College activities. Probably a one-week residency would be required (June-July).

CODED RESPONSES FOR SECTION 5:

Fill in the code letters to identify the Life Lab Program-Advisor assigned to work with you.

A. Usually your Advisor's letter code will be the first two letters of his/her first name, and the first two letters of the last name. Check with your Advisor to make sure the letters you use are correct. This is very important!

RATIONALE FOR LIFE LAB LEARNING ACTIVITIES FOR WINTER TERM D10/10/74

....AND WHY WE ASK EACH STUDENT TO PARTICIPATE WEEKLY

A Planning Document -- By Mac Smith

Workshops, seminars, field trips, and other Life Lab sponsored learning activities are not replacements for classes.

We make no attempt, as is made in the classroom, to fully cover any subject matter or "teach" a course.

Learning Experiences generated by Life Lab staff, by students, and by consultants are resources that you must integrate into your own study contract and learning goals. We believe that attending every Life Lab activity would give you a lot of varied experiences, but NOT an education. You are still responsible for designing and directing your own education!

What we hope to provide are a few important pieces you will find useful as you educate yourself. In this regard, our job is to provide "pieces" that might otherwise be hard to find -- the kind of experiences that create connecting "links", that open up new possibilities for expanded horizons, that can bring together much that you may already intuitively know.

Much of what we sponsor should be experiential in nature. You will be encouraged to involve yourself in the learning experience instead of just listening or watching. It also should be "process-oriented." This means we (and you) will "process" our experiences; look at them together, search for their meanings, and share our various points of view.

The reason we try to emphasize experiential and process-oriented learning activities is because we feel these are the kinds that are hardest to find. There are numerous good lecture programs available, as well as excellent classes, plays, films, TV documentaries, concerts and art exhibits. What seems most often lacking is the opportunity to be personally involved in the learning experience, to be part of it; and to learn from the "doing it" rather than from seeing or hearing about it.

We are so used to being told and being shown in schools that we often conclude that these are the only avenues through which "real" learning takes place. In reality, it is my belief that "real" learning doesn't take place this way. In being told or shown something we establish the possibility of learning, but it is only consummated when we try to do something with our new knowledge -- test it out in the real world.

In Life Lab, learning activities get planned in one of several different ways. In the Winter Term these will include the following:

* Special Learning Activities - These generally will be large group activities scheduled on Tuesday morning and Tuesday night each week. They occasionally may be scheduled on Mondays, and rarely on another day depending on the availability of special resource people invited to conduct these sessions. Often faculty and resource consultants from other campuses and the community will conduct the Special Learning Activities.

* Staff-sponsored Sampler Seminars, On-Going Seminars and Field Trips - These should be scheduled anytime other than from 9:30 a.m. to 12:30 p.m. and 7 p.m. to 10 p.m. on Mondays and Tuesdays. (This is to avoid schedule conflicts with Life Lab sponsored Special Learning Activities and with Circle Sharing Meetings and the Special Interest Rap sessions that will follow Sharing Meetings.) Topics for these seminars may be ones in which a staff member has a lot of expertise to share, or they may be subjects a staff member is beginning to explore and is inviting others to share his/her excitement in exploring this new area.

* Student-sponsored Sampler Seminars, On-Going Seminars & Field Trips - Students who have a particular interest they would like to share or learn more about can propose their topics to the Life Lab Program Manager. The Program Manager will ask a staff member to work with the student to schedule a Sampler Seminar or Field Trip. If other students respond they have the option to form an On-Going Seminar.

* Seminars sponsored by "Friends of Life Lab" - Any resource person who would like to put on a seminar for Life Lab can do so in one of two ways. A staff member or student can recommend that person and initiate putting him/her on the Life Lab calendar through the Calendar Committee which screens and coordinates all activities. Or staff and students can invite resource people to any Circle Sharing Meeting. At this meeting the resource person can share briefly his/her interest and then conduct a Special Interest Rap Session immediately following the meeting if others are interested enough to join. If enough want to continue, an On-Going Seminar can be planned.

* Circle Sharing Meetings & Special Interest Rap Sessions - In the Winter Term we will be re-establishing an old tradition in Life Lab. One morning and one evening a week we will hold a Circle Sharing Meeting to be followed immediately by Special Interest Rap Sessions. These usually will be scheduled on Mondays starting at 9:30 a.m. and 7 p.m. Sharing in the circle meeting may take an hour or slightly longer. A Life Lab Coordinator or Director always will participate along with other interested staff and students.

  The sharing time is a chance to express anything -- what you are excited about, your frustrations, announcements, resources, and special interests you would like to discuss with others. Or you can come mainly to hear what others have to share. Any resource person who wants to come can participate and offer to do a special interest seminar as soon as the sharing period is finished. Usually from an hour to two hours will be available after the Circle Meeting for special interest groups to rap together.

three/D10/10/74

PURPOSE OF LIFE LAB SPECIAL LEARNING ACTIVITIES:

The purpose of these activities is to provide us with new perspectives which might increase our understanding of who we are and to give us power over our own lives. These perspectives might be:

1. PERSONAL - new ways for me to see myself, to experience myself, to see my potentials, to understand my blind spots, to open myself to new possibilities, to take more responsibility for my own wellbeing and for who I am and where I am going, to clarify my own goals, etc.
2. INTERPERSONAL - new ways for me to relate to others, to more clearly communicate, to give and accept feedback without feeling defensive, to understand and accept alternative modes of living different from my own, etc.
3. TRANSPERSONAL - new ways for me to see my world and my universe, to appreciate other concepts of reality, to relate to my environment and perceive it from new points of view, etc.
4. EXISTENTIAL - new ways for me to relate to the "wonder" of life itself and my own aliveness, to clarify my values, to reconsider my own basic assumptions about life and death and the purpose of my existence, etc.

STUDENT PARTICIPATION IN THE LIFE LAB LEARNING COMMUNITY -

You, as a Life Lab student, are asked to participate in an average of at least one Life Lab generated Learning Experience each week. The reason for this requirement is not because we believe we are creating the answer to your and everyone's learning needs. It is because in Life Lab you are part of a Learning Community and it is the community's responsibility to discover and help meet at least some of the needs of all its members. So you are part of the resource that makes sure the needs of others are being met. One way you do this is if none of our activities meet any of your needs you make sure we know this and you work with us to provide learning experiences that do meet some of your needs.

For some students the Life Lab activities can be a major resource in their learning, and for others they may be only a minor resource. The main point is that you must make sure that the Life Lab community engages your needs at some level -- whether in a major or minor way.

This is an extremely important issue that can't be overemphasized. Life Lab is not strictly an independent study program nor a personalized correspondence course. Both its origin and its continued existence are based on a concept of community. We want it to be a nonjudgmental community open to all students wherever they are in their own education-development-journey-trip-karma (you make up the label that fits for you). While we want it to accept you nonjudgmentally, we also want it to hold up a mirror (or perhaps sometimes a wall of mirrors) to allow you to see yourself and your world and your relationships from as many different perspectives as possible.

It is in the holding up this possibility of seeing differently that the concept of community plays a key role in enabling persons to think differently, do differently, and be different. In this sense, the role of the Life Lab educational community is not to make anyone "be different" from what they are, but it is to allow them to participate in their own process of "be-coming." And it is my belief that as long as we breath we are not completed persons, we are not finished, but we are, in fact, still in the process of becoming -- of becoming whoever it is we have within us the potential to be.

ON LOOKING FOR THE "REAL ME"

..."There is no fixed, true and real person inside of you or me, precisely because being a person necessarily implies becoming a person, being in process. If I am anything as a person, it is what I:

think..judge..feel..value..honor..esteem..love..hate..fear..
desire..hope for..believe in..am committed to..

..."My person is not a little hard core inside of me, a little fully-formed statue that is real and authentic, permanent and fixed; person rather implies a dynamic process. In other words, if you knew me yesterday, please do not think that it is the same person that you are meeting today."

...from John Powell's "Why Am I afraid To Tell You Who I am?", in LL Reserve, Library - also listen to Powell's tapes "Why I Am Afraid To Love" 5269 - 5276.

five/D10/10/74

I'd Pick More Daisies

(Contributed by Bob Handelsman's Grandfather)

If I had my life to live over, I'd try to make more mistakes next time. I would relax. I would limber up. I would be sillier than I have been this trip. I know of very few things I would take seriously. I would be crazier. I would be less hygienic. I would take more chances. I would take more trips. I would climb more mountains, swim more rivers, and watch more sunsets. I would burn more gasoline. I would eat more ice cream and less beans. I would have more actual troubles and fewer imaginary ones. You see, I am one of those people who lives prophylactically and sensibly and sanely, hour after hour, day after day. Oh, I've had my moments and, if I had it to do over again, I'd have more of them. In fact, I'd try to have nothing else. Just moments, one after the other, instead of living so many years ahead each day. I have been one of those people who never go anywhere without a thermometer, a hotwater bottle, a gargle, a raincoat and a parachute. If I had it to do over again, I would go places and do things and travel lighter than I have.

If I had my life to live over, I would start bare-footed earlier in the spring and stay that way later in the fall. I would play hookey more. I wouldn't make such good grades except by accident. I would ride on more merry-go-rounds. I'd pick more daisies.

Exhibit "IQ-B"

3137 (6/1/75)

STUDENT INTEREST PLANNING PACKET - FOR FALL TERM 1975
(Life Lab, Miami-Dade Community College - Downtown Campus, Miami

NOTE: Life Lab REGISTRATION FOR FALL TERM can not be completed until you have filled out and turned in your "Student Interest Planning Report Form." This information helps us provide a Life Lab program responsive to your particular interests and needs.

INSTRUCTIONS: DO NOT RUSH. Take plenty of time to carefully read and respond to everything in this packet. Begin by filling in your name and student number at the top of the Report Form.

RESPONSES FOR SECTION 1:

Use the boxes provided on the Report Form to fill in the code numbers indicated below to show your interest in carpooling for attending learning activities:

A. (1) - I am interested in a carpool AND could sometimes provide a car.
(2) - I am interested in a carpool but could not provide a car.
(3) - I am not interested in a carpool.

NOTE ON SECTION 1: All students interested in carpools will be included on a special roster. Students on the roster will get a copy to facilitate the formation of carpools.

RESPONSES FOR SECTION 2:

A. Fill in the code letters below to indicate your preference for a place to meet for your weekly peer group meetings with your Life Lab Program-Advisor.

(DC) - Downtown Campus area
(NC) - North Campus area
(SC) - South Campus area
(SD) - South Dade area (Goulds south)
(PA) - Program-Advisor's (if Advisor has agreed)

B. Fill in the code letters below to indicate the days and times you could arrange to participate in learning activities. List Days and Times in priority of your preference. But do include as many Day-Time combinations as possible. For instance, if you prefer mornings on weekdays, write MF and MR in the day-time box numbered "1". If weekday afternoon is your second choice, write MF and AF in the day-time pair numbered "2". If you can also meet Saturday mornings, write ST and MR in the day-time pair numbered "3", etc.

DAYS:

(MF) - Monday-Friday
(ST) - Saturday
(SN) - Sunday
(CH) - Schedule I've indicated will change

TIMES:

(EM) - Early Mornings (before 8 A.M.)
(MR) - Mornings (around 9 A.M.-noon)
(AF) - Afternoons (Noon-4 P.M. or so)
(EE) - Early Evenings (4 P.M.-7 P.M.)
(EV) - Evenings (7 P.M.-10 P.M. or so)
(AT) - Anytime, if planned in advance

RESPONSES FOR SECTION 3:

Box #1 and Box #2 Fill in the appropriate code letters below in Boxes #1 and #2 to indicate your interest in community resources that our staff is linked with. Unless you are willint to give time to the resource and you plan to follow through, please do not mark these boxes. For the two Community Links marked, you will receive instructions on who to contact and you will be invited to a special meeting to help you get started.

(AA) - Everglades National Park
(AB) - Early Childhood Education
(AC) - Mental Health Association
(AD) - Nursing homes
(AE) - Other External Degrees
(AF) - Audubon Society
(AG) - Boy Scouts of America
(AH) - Cornucopia
(AJ) - Mortuary Science
(AK) - Florida International U.
(AL) - Museum of Science
(AM) - SWITCHBOARD of Miami
(AN) - Bay House
(AP) - Miami Public Library
(AR) - Division of Youth Services
(AS) - Theosophical Society
(AT) - Association for Humanistic Psychology
(AU) - Free Dental and Eye Labs
(AV) - Food Coop #8
(AW) - Personal growth
(AX) - American Friends Society
(AY) - Board of Education
(AZ) - Health Department
(BA) - Gestalt Therapy
(BB) - Parapsychology and ESP Groups
(BC) - Rajneesh
(BD) - Alternative ways of living
(BE) - Living thru economic crunch
(BF) - Using your own resources
(BG) - Continuing Education classes at MDCC
(BH) - Redlands area life styles

Box #3 and Box #4 Fill in the appropriate code letters below in Boxes #3 and #4 to indicate your interest in the special interests and skills of our staff. For the two Special Interests and Skills marked, you will receive instructions on who to contact and you will be invited to a special meeting to help you get started.

(CA) - Martial arts/Survival classes
(CB) - Camping
(CC) - Painting
(CD) - Agriculture
(CE) - Human sexuality
(CF) - Greenhouse
(CG) - Sailing
(CH) - Higher consciousness
(CJ) - Peace and quiet
(CK) - Clay/Sculpture
(CL) - Natural History
(CM) - Crisis intervention, counseling
(CN) - New mommyhood
(CP) - Music
(CR) - Youth counseling
(CS) - Creative dabbling
(CT) - Nutrition
(CU) - Classical Guitar
(CV) - Preschool education
(CW) - Transpersonal psychology
(CX) - Comparative religion
(CY) - Communications
(CZ) - Child speech therapy
(DA) - Personal spiritual growth
(DB) - Fine arts
(DC) - Values Clarification
(DD) - Creative writing
(DE) - Alternative energy sources
(DF) - Meeting with students to explore
(DG) - Fishing
(DH) - Personal journals

RESPONSES FOR SECTION 3 (continued):

Box #5 and Box #6 Fill in the appropriate code letters below in boxes #5 and #6 to indicate your interest in the following Special Campus Resources. For the two resources marked, you will receive instructions on who to contact and you will be invited to a special meeting to help you get started. Choose only your top two.

(EA) - View and discuss films and/or video tapes at Downtown Campus.
(EB) - View and discuss films and/or video tapes at North Campus.
(EC) - View and discuss films and/or video tapes at South Campus.
(ED) - Learn to use A-V equipment at Downtown Campus.
(EE) - Learn to use A-V equipment at North Campus.
(EF) - Learn to use A-V equipment at South Campus.
(EG) - Attend individualized Biology Lab at Downtown Campus.
(EH) - Get help in basic writing skills at Downtown Campus.
(EJ) - Learn to read faster and better at Downtown Campus.
(EK) - Attend Social Science Lab to use films, tapes, etc., at Downtown.

Box #7 and Box #8 Fill in the appropriate code numbers below in Boxes #7 and #8 to indicate your interest in meeting two other advisors. For the two advisors marked, you will receive instructions on how to contact them and you will be invited to a special meeting to get acquainted.

The following is a list of the Program-Advisors. The number to the left of each name is the Program-Advisor computer number.

01	ADAMS	99	CUMMINGS	12	JOHNSON	11	MCGUIRL, T.	06	SEIDLER
57	BERGMAN	37	GEARHART	85	LYNCH	50	PORTER	07	SLADON
35	CASSIDY	03	GENDLER	66	LIPPMAN	79	RILEY	15	SMITH, B.
36	CLARK	04	GOLDMAN	05	MCCLURE	13	ROBERSON	25	SMITH, M.
16	COLLIFLOWER	17	GOLLWITZER	74	MCCONNELL	60	ROSS	14	TURNER
65	CHASE	18	GREENBERG	20	MCGUIRL, K.	98	SCHWAB	77	WATKINS
96	CONLIFFE								

RESPONSE FOR SECTION 5:

Fill in the code numbers that identify the Life Lab Program-Advisor that will be working with you in the Fall Term. You can find the code numbers in the list just above here.

Thank you very much. We will try to get as much information back to you as the computer will allow.

Exhibit "IQ-C"

LIFE LAB STUDENT INTEREST PLANNING REPORT FORM 3138 (6/1/75

INSTRUCTIONS: Each section is explained and choices given for the boxes in the "Student Interest Planning Packet". Please make sure your student number is correct and the entries in each box are legible.

Last Name First Name

1 2 3 4 5 6 7 Your Student Number

SECTION 1:

A 10 Enter the correct code number indicating your interest in a carpool.

SECTION 2:

A 13 14 Enter the correct code indicating your preference for the location for meeting with resource people.

B DAY 15 16 - TIME 17 18 1 DAY 19 20 - TIME 21 22 2 Enter the correct code indicating days and times you prefer for meeting with resource people.

DAY 23 24 - TIME 25 26 3 DAY 27 28 - TIME 29 30 4

SECTION 3:

1 49 50 2 51 52 Boxes 1 and 2 for "Staff Community Links" choices.

3 53 54 4 55 56 Boxes 3 and 4 for "Staff Special Interests and Skills" choices.

5 53 54 6 55 56 Boxes 5 and 6 for "Special Campus Resources" choices.

7 57 58 8 59 60 Boxes 7 and 8 for two additional Advisors you want to meet.

SECTION 4:

79 80 Fill in code number for your Life Lab Program Advisor.

MIAMI-DADE COMMUNITY COLLEGE - DOWNTOWN CAMPUS

Exhibit "IQ-D"

LIFE LAB DIRECTORY & INTEREST INDEX

F/10/22/74

INSTRUCTIONS: Please fill in clearly. Each section is explained and choices given for the boxes on a separate sheet. Data from this form will be used in preparing a Student Directory. It also will put you on special mailing lists that match your individual interests and the times and places best for you.

Last Name First Name

☐ ☐ ☐ ☐ ☐ ☐ ☐ Your Student Number
1 2 3 4 5 6 7

☐ Enter "N" in box to left if you DO NOT want your address to appear in the Life Lab Student Directory. Leave blank if you do.
8

☐ Enter "N" in box to left if you DO NOT want your phone number to appear in the Life Lab Student Directory. Leave blank if you do.
9

SECTION 1:

A ☐ Enter the correct code number indicating your interest in a carpool to and from Life Lab activities.
10

B ☐ Enter the correct code number indicating your interest in participating in a self-directed, special interest small group.
11

C ☐ Enter the correct code number indicating your preference for a meeting place for a special interest small group.
12

SECTION 2:

A ☐☐ Enter the correct code number indicating your preference for the location for your Update Conference with your Program-Advisor and for Life Lab seminars & workshops.
13 14

B ☐☐ ☐☐ ☐☐ ☐☐
15 16 17 18 19 20 21 22

Enter the correct code numbers indicating days and times you prefer for Life Lab activities.

☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐
23 24 25 26 27 28 29 30 31 32 33 34

Start with upper left for highest priority, upper right for 2nd, lower left for 3rd, etc.

SECTION 3:

A ☐☐ ☐☐
35 36 37 38
☐☐ ☐☐
39 40 41 42

Starting with boxes at far left, enter the correct code numbers indicating areas of special interest to you. Upper left is highest priority, upper right 2nd priority, lower left 3rd, and lower right 4th.

SECTION 4:

A ☐☐ ☐☐
49 50 51 52
☐☐ ☐☐
53 54 55 56
☐☐ ☐☐
57 58 59 60

Starting with boxes at far left, enter the correct code numbers indicating specific Life Lab learning activities you definitely would like to participate in. Use the same priority system as in Section 3.

SECTION 5:

A ☐☐☐☐ Enter the correct four code letters for your Program-Advisor if you have been assigned one; otherwise, leave blank.
77 78 79 80

Exhibit "IQ-E"

LIFE LAB STUDENT INTEREST PLANNING REPORT FORM 3138 (6/1/75

INSTRUCTIONS: Each section is explained and choices given for the boxes in the "Student Interest Planning Packet". Please make sure your student number is correct and the entries in each box are legible.

Last Name First Name

☐ ☐ ☐ ☐ ☐ ☐ ☐ Your Student Number
1 2 3 4 5 6 7

SECTION 1:

A ☐ Enter the correct code number indicating your interest in a carpool.
10

SECTION 2:

A ☐☐ Enter the correct code indicating your preference for the location for meeting with resource people.
13 14

B
DAY - TIME 1: ☐☐ (15 16) ☐☐ (17 18)
DAY - TIME 2: ☐☐ (19 20) ☐☐ (21 22)
DAY - TIME 3: ☐☐ (23 24) ☐☐ (25 26)
DAY - TIME 4: ☐☐ (27 28) ☐☐ (29 30)

Enter the correct code indicating days and times you prefer for meeting with resource people.

SECTION 3:

1 ☐☐ (49 50) 2 ☐☐ (51 52) Boxes 1 and 2 for "Staff Community Links" choices.

3 ☐☐ (53 54) 4 ☐☐ (55 56) Boxes 3 and 4 for "Staff Special Interests and Skills" choices.

5 ☐☐ (53 54) 6 ☐☐ (55 56) Boxes 5 and 6 for "Special Campus Resources" choices.

7 ☐☐ (57 58) 8 ☐☐ (59 60) Boxes 7 and 8 for two additional Advisors you want to meet.

SECTION 4:

☐☐ Fill in code number for your Life Lab Program Advisor.
79 80

MIAMI-DADE COMMUNITY COLLEGE - DOWNTOWN CAMPUS

Exhibit "IQ-F"

LIFE LAB STUDENT INTEREST PLANNING REPORT FORM

3138 (3 / 3 / 75)

ISTRUCTIONS: Each section is explained and choices given for the boxes in the "Student Interest Planning acket". Please make sure your student number is correct and the entries in each box are legible.

ast Name First Name

☐ ☐ ☐ ☐ ☐ ☐ ☐ Your Student Number
1 2 3 4 5 6 7

SECTION 1:

A ☐ (10) Enter the correct code number indicating your interest in a carpool.

B ☐ (11) Enter the correct code number indicating your interest in participating in small learning groups.

C ☐ (12) Enter the correct code number indicating if you would like to meet in your home or other neighborhood meeting place.

SECTION 2:

A ☐☐ (13 14) Enter the correct code indicating your preference for the location for your weekly small group conference with your Program-Advisor.

B Enter the correct code indicating days and times you prefer for your weekly small group conference with your Program-Advisor.

	DAY	-	TIME		DAY	-	TIME
1	☐☐ 15 16	-	☐☐ 17 18	2	☐☐ 19 20	-	☐☐ 21 22
3	☐☐ 23 24	-	☐☐ 25 26	4	☐☐ 27 28	-	☐☐ 29 30

SECTION 3:

1 ☐☐ (35 36) 2 ☐☐ (37 38)
3 ☐☐ (39 40) 4 ☐☐ (41 42)

To complete this section you will have to have a Program-Advisor assigned to work with you the next term, and you will need the Advisor's identification number.

SECTION 4:

1 ☐☐ (49 50) 2 ☐☐ (51 52)
3 ☐☐ (53 54) 4 ☐☐ (55 56)
5 ☐☐ (53 54) 6 ☐☐ (55 56)

In boxes No. 1 through No. 4 fill in correct code indicating your interest in Life Lab Support Activities. If not interested in these, fill in 00 in the boxes.

In boxes No. 5 and No. 6 fill in correct code indicating interest in listed potential learning activities.

SECTION 5:

☐☐ (79 80) Fill in code number for your Life Lab Program-Advisor. This will be the same number in Box No. 2 in Section 3 above.

MIAMI-DADE COMMUNITY COLLEGE - DOWNTOWN CAMPUS

---- ---- --- -------,   Exhibit "IQ-g"

Help us put the computer to good use and make things easier rather than harder. We will use the data from this form to schedule peer groups and three hour classes at the most convenient times possible. Just follow the instructions and the computer will do the rest (I hope!). Please check the option that applies, even if you are not attending classes. Ignore the coding letters in the parenthesis.

1. What is the one most convenient place for you to meet?
   ___North Campus Area (NC) ___South Campus Area (SC) ___Downtown Campus (DC)

2. What days are the most convenient for you to meet? (Pick one)
   ___Monday-Thursday (MT) ___Friday (FR) ___Saturday (SA) ___Sunday (SU)

3. What time is most convenient for you to meet? (Pick one)
   ___Morning(10-1)(MO) ___Afternoon(1-4)(AF) ___Evening(4-7)(EV) ___Late Evenings (7-10)(LE)

Below are three lists. Go to the list that is headed by your location selection. Mark one class that you think you might attend next term if it were held at a convenient time.

NORTH AREA

___Ascent of Man (NA)

___Race Relations (NB)

___Health, Recreation and Martial Arts (NC)

___Sociology Today (ND)

SOUTH AREA

___So Fla Natural Environment (SB)

___You and Your Body (SD)

___Transpersonal Psychology (SE)

___Eastern Philosophy (SF)

___Contemporary Literature (SG)

___Ascent of Man (SH)

___Communication Skills (SJ)

DOWNTOWN AREA

___Making Life into Art (DA)

___Math Lab (DB)

___Multi-Skills Lab (DD)

___Biology Lab (DE)

DOWNTOWN AREA (Continued)

___Piano, Music Appreciation (DF)

___So Fl-Geology, History Anthropology (DG

___A view of Human Growth (DH)

___Psychotronic Workshop (DJ)

___Sociology/Education (DK)

___Into the Audio-Visual Techiques (DL)

___One Hour Traveling Film Show (DM)

___Arts & Artists: Field Trips (DN)

___Multi-Media Film Series (DP)

___Human Sexuality (DR)

___State, Local, Federal Government (DS)

___Experiental Biology (DT)

___Spanish Bilingualism (DU)

___Religion/Philosophy (DV)

___Working in Clay (DW)

___Literature/Drama (DX)

___Values in Modern Society (DY)

___English Composition (DZ)

Note!!

Your Student Number___ ___ ___ ___ ___ ___ ___ (Cols 1-7)

If you want a topic that we aren't offering in your area, write it on the back.

PROCEDURE OUTLINE FOR THE LLR20J00 PROGRAM

MASTER LISTING OF LIFE LAB STUDENT INTERESTS (CURRENT SEMESTER)

PURPOSE

a) The LLR20J00 will produce a complete listing of student name, address, telephone number and short descriptions of selected interests. Lists are produced in alphabetical order for the entire Life Lab student body and by Program Advisor.

b) This program can also produce a listing of students (with addresses and telephone numbers) and any other type of information coded appropriately, for example, level attained in a subject area, skills, etc.

PREPARATION: GENERATING CATEGORY LEGEND CARDS (SHORT FORM)

Step #1 - Life Lab Computer Co-ordinator:

Fill out an 80 Column Keypunch Service Request Form 3/73 pc (See Exhibit "20-A") as follows:

a) Use one line per option

b) For coded responses in the space or box labelled "10" place a "C" in the first column of the line. Follow the "C" with the number of the option (in the second column). In the third column place a "1" this represents the card number.

Step #1 - Continued

In columns #4 through #77 fill in a brief description of the option. For example, if by putting a "1" in the space or box labelled "10" on the response sheet the student is indicating "I have a desire to participate in Consumer Groups," the Category Legend Card might be printed as follows:

C11 CONSUMER GROUPS

The Category Legend Card for the response coded "2" would begin "C21".

c) For coded responses in the space or box labelled "11" place an "S" in the first column of the line. Follow the "S" with the number of the option (in the second column). In the third column place a "1", this represents the card number. In columns #4 through #77 fill in a brief description of the option. For example if by putting a "1" in the space or box labelled "11" on the response sheet the student is indicating "I would like to participate in weekend field trips", the Category Legend Card might be printed as follows:

S11 WEEKSEND FIELD TRIPS

The Category Legend Card for the response coded "2" would begin "S21".

Step #1 - Continued

d) For coded responses in the space or box labelled "12" place an "M" in the first column of the line. Follow the "M" with the number of the option (in the second column). In the third column place a "1" this represents the card number. In columns #4 through #77 fill in a brief description of the option. For example if by putting a "1" in the space or box labelled "12" on the response sheet the student is indicating "I would like to work on a special Life Lab project," the Category Legend Card might be printed as follows:

M11 SPECIAL LIFE LAB PROJECTS

The Category Legend Card for the response coded "2" would begin "M21".

e) For coded responses placed in the boxes or spaces labelled "13" and "14" place the two-letter code in the first two columns, follow these with a "1", for the card number, and then the description of the item in columns #4 through #77. For example, if "SD" refers to South Dade, the Legend card would look like:

SD1 SOUTH DADE

Step #1 - Continued

f) For coded responses placed in the boxes or spaces labelled #15 through #78, place the two-letter code in the first two columns, follow these with a "1", for the card number, and then the description of the item in columns #4 through #77. For example, if "MO" refers to Monday the Legend card would look like:

MO1 MONDAY

g) For advisor code numbers in the boxes or spaces labelled "79" and "80" place the two-number code in the first two columns, follow these with a "1", for the card number, and then the advisor's name in columns #4 through #77. For example, if "66" refers to Bea Lippman, the Legend card would look like:

661 BEA LIPPMAN

Step #2 - Life Lab Computer Co-ordinator:

Take completed key-punch sheets to Computer Center, Room 1675, Downtown Campus, for keypunching.

Step #3 - Life Lab Computer Co-ordinator:

a) Pick up key-punched cards and sheets which will be marked "KEYPUNCH".

b) Discard keypunch sheets

c) Label deck of cards with date and words "Category Legend Cards, Short Form".

d) Return original set of Advisor name cards to the deck labelled "Category Legend Cards, Short Form".

e) Mark duplicate set "Advisor Legend Cards, Short Form" and date.

f) Store both Category Legend Cards and Advisor Legend Cards in card file in Computer Co-ordinator's Office.

After Students Fill Out Interest Questionnaire

Step #5 - Life Lab Computer Co-ordinator:

a) As Interest Questionnaires are completed and returned, take them to Computer Center, Room 1675, Downtown Campus, to be key-punched.

b) Pick up when ready.

c) Store temporarily in data card box labelled "Interest Questionnaire".

d) Repeat Steps #5 (a) through (c), above, as completed Interest Questionnaires are returned.

e) Mark completed deck "Interest Questionnaire" and date.

Step #6 - Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request Form JJF-6/7/71 DP11. Write in "LLR20J00" under O/S JOB NAME. Under BRIEF DESCRIPTION, write "Life Lab Interest Roster. Under NUMBER OF COPIES, write "2". (See Exhibit "20-B".)

b) Take Category Legend Cards, Short Form (see Step #4, above).

c) Take Advisor Legend Cards, Short Form (see Step #4, above).

Step #6 - Life Lab Computer Co-ordinator:

d) Take punched Interest Questionnaire cards (see Step #5 (e), above).

e) Birng all items in this step to Computer Center, Room 1675, Downtown Campus.

Step #7 - Life Lab Computer Co-ordinator:

Pick up 2 copies of print-out and three decks of cards (Category Legend, Advisor Legend and Interest Questionnaire Cards).

Step #8 - Life Lab Computer Co-ordinator:

File decks of key-punched cards in card file in Computer Co-ordinator's office.

Step #9 - Life Lab Computer Co-ordinator:

a) File duplicate copy of print-out in Computer Co-ordinator's Office.

b) Separate original copy of print-out into alphabetical listing and listing by advisor.

c) Send alphabetical listing to Systems Co-ordinator.

d) Distribute listing by advisor to appropriate advisors mailboxes.

(See Note on following page.)

Step #9 - Continued

Note: This program has not been adjusted to reflect changes in usage. Some parts of print-out are left over from earlier stages and should be ignored. "Unmatched Life Lab Student Interest Card Listing" is a list of student numbers for which the program could not find name, address, telephone.

Exhibit "20-B"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: __________

INSTRUCTIONS:

WORK ORDER NO. __________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR20J00	Life Lab Interest Roster	2

SPECIAL INSTRUCTIONS: __________

SUPPLIES FORWARDED: __________

DATE OF REQUEST: __________ DATE WANTED: __________ DATE COMPLETE: __________

SIGNATURE OF OPERATOR: __________

SIGNATURE OF RECIPIENT: __________

ORIGINATOR: __________
DEPARTMENT: Life Lab
ACCT. CODE: __________
PHONE EXT.: 6768

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR22J00 PROGRAM

STUDENT INTEREST LISTING AND LABELS BY SELECTED CRITERIA

PURPOSE

a) The LLR22J00 will produce a set of student listings with address and telephone number (optional), selected by interest preferences and other categories. It also prints mailing labels for each selected listing printed (optional).

b) This program will also produce student listings selected on any coded information, other than interest.

PREPARATION: IF THE LLR20J00 HAS BEEN RUN PREVIOUSLY

The LLR22J00 requires the same input data cards as the LLR20J00:

1) Category Legend Cards,
2) Advisor Legend Cards,
3) Interest Questionnaire Cards

If the LLR20J00 has been run previously, these cards will be filed in the Computer Co-ordinator's office. If the LLR20J00 has been run it will not be necessary to do Step #1 through Step #5 which follow.

LLR22J00

PREPARATION: IF THE LLR20J00 HAS NOT BEEN RUN PREVIOUSLY

GENERATING CATEGORY LEGEND CARDS (SHORT FORM)

Step #1

Life Lab Computer Co-ordinator: Fill out an 80 Column Keypunch Service Request Form 3/73 pc (See Exhibit "22-A") as follows:

a) Use one line per option

b) For coded responses in the space or box labelled "10" place a "C" in the first column of the line. Follow the "C" with the number of the option (in the second column). In the third column place a "1" this represents the card number. In column #4 through #[illegible]7 fill in a brief description of the option. For example, if by putting a "1" in the space or box labelled "10" on the response sheet the student is indicating "I have a desire to participate in Consumer Groups ", the Category Legend Card might be printed as follows:

C11 CONSUMER GROUPS

The Category Legend Card for the response coded "2" would begin "C21".

c) For coded responses in the space or box labelled "11" place an "S" in the first column of the line. Follow the "S" with the number of the option (in the second column). In the third column place a "1", this represents the card number. In columns #4 through #77 fill in a brief description of the option. For example if by putting a "1" in the space or box labelled "11" on the response sheet the student is indicating "I would like to participate in weekend field trips", the Category Legend Card might be printed as follows:

S11 WEEKEND FIELD TRIPS

The Category Legend Card for the response coded "2" would begin "S21".

d) For coded responses in the space or box labelled "12" place an "M" in the first column of the line. Follow the "M" with the number of the option (in the second column). In the third column place a "1", this represents the card number. In columns #4 through #77 fill in a brief description of the option. For example if by putting "1" in the space or box labelled "12" on the response sheet the student is indicating "I would like to work on a special Life Lab project", the Category Legend Card might be printed as follows:

M11 SPECIAL LIFE LAB PROJECTS

The Category Legend Card for the response coded "2" would begin "M".

e) For coded responses placed in the boxes or spaces labelled "13" and "14" place the two-letter code in the first two columns, follow these with a "1", for the card number, and then the description of the item in columns #4 through #77. For example, if "SD" refers to South Dade, the Legend card would look like:

SD1 SOUTH DADE

f) For coded responses placed in the boxes or spaces labelled #15 through #78, place the two-letter code in the first two columns, follow these with a "1", for the card number, and then the description of the item in columns #4 through #77. For example, if "MO" refers to Monday the Legend card would look like:

MO1 MONDAY

g) For advisor coded numbers in the boxes or spaces labelled "79" and "80" place the two number code in the first two columns, follow these with a "1", for the card number, and then the advisor's name in columns #4 through #77. For example, if "66" refers to Bea Lippman, the Legend card would look like:

661   BEA LIPPMAN

Step #2

Life Lab Computer Co-ordinator: Take completed key-punch sheets to Computer Center, Room 1675, Downtown Campus, for key-punching.

Step #3

Life Lab Computer Co-ordinator:

a) Pick up key-punched cards and sheets which will be marked "KEYPUNCH".

b) Discard key-punch sheets

c) Label deck of cards with date and words "Category Legend Cards, Short Form".

Step #4

Life Lab Computer Co-ordinator: This program requires an additional set of Advisor Legend cards.

a) Remove the Advisor name cards from the deck of cards marked, "Category Legend Cards, Short Form" (see Step #3 c).

b) Take Advisor name cards to Computer Center, Room 1675, Downtown with instructions to "Duplicate and Inerpret".

c) Pick up these two sets when they are ready.

d) Return original set of Advisor name cards to the deck labelled "Category Legend Cards, Short form".

e) Mark duplicate set "Advisor Legend Cards, Short form" and date.

f) Store both Category Legend Cards and Advisor Legend Cards in card file in Computer Co-ordinator's office.

After Students Fill Out Interest Questionnaire

Step #5

Life Lab Computer Co-ordinator:

a) As Interest Questionnaires are completed and returned, take them to Computer Center, Room 1675, Downtown Campus, to be Key-Punched.

b) Pick up when ready

c) Store temporarily in data card box labelled "Interest Questionnaire".

d) Repeat Step #5(a) through (c) above, as completed interest Questionnaires are returned.

e) Mark completed deck "Interest Questionnaire" and date.

Step #6

Life Lab Systems Co-ordinator:

a) Determine categories for which listings are needed.

b) Send memo to Computer Co-ordinator detailing categories desired on print-out. Indicate if labels are wanted.

Step #7

Life Lab Computer Co-ordinator:

Utilize the categories as listed on the memo from the Life Lab Systems Co-ordinator (see Step #6, above) to fill out an 80-column Keypunch Service Request Form 3/73pc (see Exhibit "22-B") as follows:

a) For each category selection there will be one card. Use a separate line for each card.

b) For each category selection card place an asterisk (*) in column #1.

c) Place the code for the category desired in the column where this code would be found on the Interest Questionnaire.

EXAMPLES USING "INTEREST PACKET" D11/17/74. (SEE "EXHIBIT 22-C")

1) If a list of students interested in a carpool and can provide a car is desired, place an asterisk (*) in column #1 and a "1" in column #10.

(the "1" is the selection code, and column #10 is where the code is placed.)

2) If a list of students interested in meeting their advisor in the South Dade area is desired, place an asterisk (*) in column #1 and the code "SD" in columns 13-14. (The "SD" is the selection code and columns #13-#14 are where the code is placed.)

3) If a list of students available on Tuesday afternoons is desired, place an asterisk (*) in column #1 and "TUAF" in columns #15-#18. (The "TUAF" is the selection code and columns #15-#18 are where the code is placed.)

4) If a list of students interested in contact with others of mutual interest is desired, place an asterisk in column #1 and the code "01" in columns #35-#36.

5) If a list of students interested in Biology Field Trips is desired, place an asterisk in column #1 and the code "51" in columns #49-#50.

(See NOTE on next page...)

NOTE: The fields in columns #35 through #48 and #49 through #78 are separate fields. A category selection in fields #35 through #48 will not transfer to field #49 through #78.

6) It is possible to make selections on multiple topics, such as, students with cars, available on Saturday mornings and interested in full/day field trips. To generate this category selection card place an asterisk (*) in column #1, a "1" in column #10, the code "STMP" in columns #15 through #18 and the code "51" in columns #49-#50. (See Exhibit "22-B".)

Step #8

Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request Form JJF-6/7/71 DP11. Write in "LLR22J00" under O/S JOB NAME. Under BRIEF DESCRIPTION, write "Life Lab Interest Listings and Labels". Under NUMBER OF COPIES, write "1". Under "SPECIAL INSTRUCTIONS" write "Use category selection cards as listed on attached Keypunch Service Request Form 3/73 pc." Indicate number of copies of labels desired. If labels are not desired write "No labels" and underline. (See Exhibit "22-D" & "22-B".)

b) Take Category Legend Cards, Short Form, which are filed in Life Lab Computer Co-ordinator's office (see LLR20J00)

c) Take Advisor Legend Cards, Short Form, which are filled in Life Lab Computer Co-ordinator's office.

d) Take punched Interest Questionnaire cards which are filed in Life Lab Computer Co-ordinator's office.

e) Take the 80-column Keypunch Service Request Form 3/73 pc. containing the category selections (see Step #7, above). Bring all items in this step to Computer Center, Room 1675, Downtown Campus.

Step #9

Life Lab Computer Co-ordinator:

Pick up the following when ready:

1) One copy of print-out
2) Requested number of copies of labels
3) Category Legend Cards
4) Advisor Legend Cards
5) Interest Questionnaire Cards
6) Category selection cards

Step #10

Life Lab Computer Co-ordinator:

File decks of cards in card file in Computer Co-ordinators office.

Step #11

Life Lab Computer Co-ordinator:

Give print-out and labels, if any, to Life Lab Systems Co-ordinator.

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

Originator:
Department: Life Lab
Ext.: 6768

COMPUTER CENTER

Job Name:
Card Stock Forwarded:
Printing Key Punch: ✓ **Interpret:** ✓

Today's Date:
Date Requested:
Date Returned:

```
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
C11CONSUMER GROUPS
C21
S11WEEKEND TRIPS
S21
M11LIFE LAB PROJECTS
M21
SD1SOUTH DADE
MO1MONDAY
661BEA LIPPMAN
```

3/73 pc

219

227 220

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

Originator:
Department: Life Lab
Ext.: 6768

COMPUTER CENTER

Job Name: LLR22J00
Card Stock Forwarded:
Printing Key Punch: ✓
Interpret: ✓

Today's Date:
Date Requested:
Date Returned:

```
         1         2         3         4         5         6         7         8
12345678901234567890123456789012345678901234567890123456789012345678901234567890
*        1
*           SD
*             TUAF
*                                 01
*                                               51
*        1    STMP                              51
```

3/73 pc

Exhibit "22-C"

D11/17/74

INTRODUCTION TO THE LIFE LAB STUDENT INTEREST PACKET

This Packet gives you power as a student. It also gives you responsibility. By your choices you help decide the direction for Life Lab. You greatly increase the potential learning experiences for yourself and for other students in Life Lab.

A Tip In Using This Packet: Take plenty of time to study the Packet. Before writing your choices on the response sheet, read the entire Packet and carefully consider your priorities. A response form is on the back of this page.

* It is very important for every Life Lab student to use this Packet and turn in a response form.

* It is very important for Life Lab students to read the document "Rationale for Life Lab Learning Activities" D10/10/74 in order to understand the purpose of the activities listed in this Packet. D10/10/74 is attached.

* Be sure your student number is correct on the response form. Please check it carefully.

LIFE LAB DIRECTORY & INTEREST INDEX

F/10/22/74

INSTRUCTIONS: Please fill in clearly. Each section is explained and choices given for the boxes on a separate sheet. Data from this form will be used in preparing a Student Directory. It also will put you on special mailing lists that match your individual interests and the times and places best for you.

Last Name First Name

☐ ☐ ☐ ☐ ☐ ☐ ☐ Your Student Number
1 2 3 4 5 6 7

☐ 8 Enter "N" in box to left if you DO NOT want your address to appear in the Life Lab Student Directory. Leave blank if you do.

☐ 9 Enter "N" in box to left if you DO NOT want your phone number to appear in the Life Lab Student Directory. Leave blank if you do.

SECTION 1:

A ☐ 10 Enter the correct code number indicating your interest in a carpool to and from Life Lab activities.

B ☐ 11 Enter the correct code number indicating your interest in participating in a Self-Directed Learning Lab small group.

C ☐ 12 Enter the correct code number indicating your preference for a meeting place for a Self-Directed Learning Lab. Leave blank if you are not interested in joining such a group.

SECTION 2:

A ☐☐ 13 14 Enter the correct code number indicating your preference for the location for your Update Conference with your Program-Advisor and for Life Lab seminars & workshops.

B

DAY	TIME	DAY	TIME	DAY	TIME
☐☐ 15 16	☐☐ 17 18	☐☐ 19 20	☐☐ 21 22		
☐☐ 23 24	☐☐ 25 26	☐☐ 27 28	☐☐ 29 30	☐☐ 31 32	☐☐ 33 34

Enter the correct code numbers indicating days and times you prefer for Life Lab activities.

Start with upper left for highest priority, upper right for 2nd, lower left for 3rd, etc. You do not have to fill in all boxes.

SECTION 3:

A

☐☐ 35 36	☐☐ 37 38
☐☐ 39 40	☐☐ 41 42

Starting with boxes at far left, enter the correct code numbers indicating areas of special interest to you. Upper left is highest priority, upper right 2nd priority, lower left 3rd, and lower right 4th. You do not have to fill in all boxes.

SECTION 4:

A

☐☐ 49 50	☐☐ 51 52
☐☐ 53 54	☐☐ 55 56
☐☐ 57 58	☐☐ 59 60

Starting with box at upper left, enter the correct code numbers indicating specific Life Lab learning activities you definitely would like to participate in. Use the same priority system as in Section 3, including up to a maximum of six high priority activities. You do not have to fill in all boxes.

SECTION 5:

A ☐☐☐☐ 77 78 79 80 Enter the correct four code letters for your Program-Advisor if you have been assigned one; otherwise, leave blank.

LIFE LAB STUDENT INTEREST PACKET FOR WINTER TERM 1975

INSTRUCTIONS: This packet provides a way for you to express your special interests and special circumstances so that we can design Life Lab activities that are responsive to your interests and needs. For each Section in this packet select the appropriate code numbers for your interests and fill them in on the "Life Lab Directory & Interest Index" response form (F10/22/74).

HOW YOUR RESPONSES WILL BE USED: We will use your responses in three ways. First, we will compile a Life Lab Directory which will list all Life Lab students and their interests. Each student can get a copy of this directory, which will facilitate students with similar interests getting together. If for any reason, you do not want your phone number and/or your address listed, there is a place to indicate this on the response form. Second, we will compile groupings of students according to their interests and times available. We then will help these students get together to plan and carry out learning activities of particular value to them. Third, we will create specialized mailing lists for sharing information that relates to your particular interests.

CODED RESPONSES FOR SECTION 1:

Fill in the code number indicated below to show your interest in the following:

A: (1)-Interested in a carpool and can sometimes provide a car.
   (2)-Interested in a carpool but can not provide a car.
   (3)-Not interested in a carpool.

B. (1)-Interested in trying out a Self-Directed Learning Lab. (This is a small group using tapes or other resources meeting together usually once a week for 2 to 3 hours. Groups can meet at one of Miami-Dade's campuses, churches, synagogues, community centers, parks, beaches, students' homes, etc. Usually a group meets for an experimental period of 4 to 6 weeks and then members decide if they wish to continue.)
   (2)-Am not interested in participating in such a group.

C. IF INTERESTED IN A SELF-DIRECTED LEARNING LAB GROUP, INDICATE:

(1)-Group could sometimes meet at my home.
(2)-I prefer meeting in my neighborhood and I think I could help locate a meeting place other than my home.
(3)-I prefer meeting at MDCC Downtown Campus.
(4)-I prefer meeting at MDCC North Campus.
(5)-I prefer meeting at MDCC South Campus.

IF NOT INTERESTED, LEAVE ITEM "C" BLANK.

CODED RESPONSES FOR SECTION 2:

Fill in the code letters below to indicate your preference for a place to meet with your Program-Advisor for conferences to Update your Study Contract and for small seminars.

A. (DC)-Downtown Campus.
(NC)-North Campus.
(SC)-South Campus.
(SD)-South Dade area (Goulds to Homestead).
(PA)-Program-Advisor's home...if Program-Advisor has agreed.

Fill in the code letters below to indicate the days and times you could arrange to participate in Life Lab activities. List days and times best for you first. But include all times that are possible. That way you will be notified about the maximum number of activities.

B. DAYS:

(MO)-Monday
(TU)-Tuesday
(WD)-Wednesday
(TH)-Thursday
(ST)-Saturday
(SN)-Sunday
(CH)-Schedule I've indicated will change.

TIMES:

(EM)-Early Mornings (before 8a.m.).
(MR)-Mornings (around 9a.m-noon).
(AF)-Afternoons (noon-4p.m. or so).
(EE)-Early Evenings (4p.m.-7p.m.).
(EV)-Evenings (7p.m.-10p.m. or so).
(MA)-Morning and Afternoon.
(ME)-Morning and Evening.
(AT)-Anytime, if planned in advance.

CODED RESPONSES FOR SECTION 3:

Fill in the appropriate code numbers below to indicate your interest in participating in any of the following special interest areas.

A. (01)-I welcome contacts from others with mutual interests; feel free to call me, and I may call others too.
(02)-Student Peer Group to participate in Life Lab program planning and management, and/or serve as a resource contact for new students entering Life Lab.
(03)-I am willing to provide overnight lodging for visiting students and faculty from other experimental educational programs from around the country...men or women OK.
(04)-I can provide lodging, but WOMEN only.
(05)-I can provide lodging, but MEN only.
(06)-Creative Communications for students who want to share their writing and art; possibly edit a Life Lab Creative Journal, write for Life Lab Newsletter, paint a mural...
(07)-Cross-Cultural Sharing; learn conversational Spanish or French with Life Lab students, invite foreign students home for a meal, Study Group on American Indian Culture, Black-White Interracial Discussion Group, plan cross-cultural field trips.
(08)-Life Lab Get-Togethers (can include family & friends). Examples: Picnic at beach. Saturday at So. Campus with a film festival, swimming, tennis, etc. & pot luck meal.

CODED RESPONSES FOR SECTION 3 - continued

(09)-Day Care Center at Downtown Campus; would use facility if available, and/or would help plan and staff it.

(10)-Monthly Life Lab Community Meeting; to include a report a report from the director and staff on Life Lab developments & plans, announcements about learning opportunities, and sharing by students about their projects & interests.

(11)-Music & Drama Groups; making music and listening to it, planning dramatic presentations and attending them.

CODED RESPONSES FOR SECTION 4:

Fill in the code numbers indicated below to give information about special Life Lab learning activities that are either planned or may be planned if enough people are interested.

A. (51)-Half Day & Full Day Field Trips on Florida history, natural science, biology, geology and ecology.

(52)-Half Day or Evening Field Trips in Humanities, visit local artists' homes, galleries, plays, concerts, museums, etc.

(53)-Weekend Overnight Field Trips in Florida history, natural science, etc.; as well as Half & Full Day Trips.

-Week-long Field Trips which will involve some transportation expense, but students usually can camp out to reduce the cost of lodging. Some possible field trips, depending on student interest, are:

(54)-Marine Biology Field Trip on Florida Keys.

(55)-Natural History Canoe Trip through the Everglades.

(56)-Parapsychology Field Trip to the North Florida winter home of Spiritualists in the town of Cassadga. A sidetrip to Stonesoup Free School could be included.

(57)-Audio-Visual Resources; workshops on use of A-V equipment, including cameras and video. One group can preview films, help select new films, and plan a film festival. Other groups can use media for study programs, including the beautiful new "Ascent of Man" series, and our video "courses" on yoga and health.

(58)-Political & Social Action Group; how to make the power of an individual count, seminars, field trips, consumer affairs...

(59)-Humanistic Psychology; groups work on interpersonal communications, human relations, goal-setting, encounter, TA... as well as use personality inventories and sociometric surveys to increase self-understanding...

(60)-Religion & Philosopy; Judeo-Christian concepts, value clarification...can include field trips.

(61)-Eastern Religions & Philosophy; include an Alan Watts Study Group, use books, films and tapes...can include field trips to local ashrams.

(62)-Health & Nutrition; taking responsibility for your own mental and physical well-being...consider mind-body therapies, structural integration, biofeedback, yoga, acupuncture, etc.

(63)-Personal Awareness; consider body movement, fantasy, creative art forms, relaxation...will include a Saturday workshop with Poldi Orlando "Recreating the Creativity of Everybody's Childhood."

CODED RESPONSES FOR SECTION 4 - continued

(64)-Death Acceptance, Life Affirmation Workshops; includes opportunity for a field trip to the Mortuary Science Dept. at North Campus to work with a cadaver.
(65)-Math Games Workshops, games of logic, visit Math Lab.
(66)-Parapsychology & Occult Studies; include astrology, dream interpretation, hypnotism, etc.
(67)-Human Sexuality Seminars.
(68)-Futuristics; read, discuss and share resources about the rapidly growing field of Futuristics...plan for a continually changing but ecologically balanced "Spaceship Earth;" include study of Science-Fiction literature.
(69)-Alternative Life Styles; new family groupings, communes, free schools...can make field trips.
(70)-Outdoor & Nature Interests; camping, canoeing, skin diving, sailing, fishing, hiking, etc.
(71)-Martial Arts; self-understanding through the discipline of the Oriental Martial Arts...techniques of "centering", increasing and controlling one's energy flow, etc.
(72)-Biology Lab; opportunity for in-depth learning in Mike Brodsky's self-directed biology lab.
(73)-Communication Skills Lab; improve writing and reading skills, learn speed reading, learn to write research papers, etc.
(74)-Cooking: Gourmet, "Home", and Natural Foods...maybe plan occasional pot luck meals.
(75)-Women's Rights Movement; maybe a sharing, conscious-raising study group.
(76)-Single Parents Discussion Group.
(77)-Literature Seminars; focus on modern poetry, "great books".
(78)-Alternative Educational Programs; study other alternative programs for bachelor and graduate degrees, humanistic education.
(79)-Research and Research Methodology Seminars; how to do and to interpret research...how results can be misleading....
(80)-Recreation Games; bridge (Duplicate or Rubber), chess, backgammon...what do YOU want to teach?
(81)-Home Economy; energy conservation, budget savings, figuring income tax, simple accounting systems for the home, etc.
(82)-Plants & Growing Things; workshops on starting a garden, preserving foods...also field trips to public and private gardens and farms.

OPPORTUNITY FOR NORTH CAROLINA LEARNING EXPERIENCES in cooperation with Warren Wilson College, Swannanoa, North Carolina.

Background: Warren Wilson College is a small, 4-year Liberal Arts college on a beautiful 1200 acre mountain campus near the Blue Ridge Parkway. Its approximately 300 American students and 100 foreign students (mostly from Asia, Africa and the Middle East) live, study and work on the campus. Students and faculty provide all labor for operating the campus - including grounds and building maintenance, dish washing, and operating a large farm - and in return the college provides them with housing and meals. All faculty live on campus. The "College Community", made up of staff and student representatives, establish policy and plan curriculum for the college.

The Warren Wilson Community is interested in undertaking a number of informal exchanges and possible student projects with participants at Life Lab. Some of these projects would be in cooperation with the experimental "Alpha College", a unit of the College of DuPage, a community college located about 30 miles west of Chicago.

Planning Meeting: Representatives from Warren Wilson and Alpha College will visit Miami in late January to meet and discuss cooperative activities that might be of interest to Life Lab students. If you want to be invited to these exploratory meetings, it is important you indicate an interest in one of the activities listed below.

Costs: We intend to keep costs minimal, but you would have to provide your own transportation to Warren Wilson College (about 15 miles north of Ashville) for activities there. Small groups of students could create carpools. Also families could go together. In some cases, Life Lab students could work 15 hours a week to completely pay for their room and board, if they wished. Otherwise, accomodations in the dorm would cost $2 per person per day. Meals in the cafeteria are nominal. Also, it may be possible to arrange to camp on the campus.

Possible Learning Opportunities for Life Lab Students:

(83)-Live as a member of the Warren Wilson College Community for periods of from 2 days to 4 months. You could experience a rural, isolated (and we think unique) learning community. You would be invited to participate in community meetings and some classes. Special arrangements might be made for you to work on the farm or in other activities of interest to you.

(84)-Same as "83" above, except you would participate in the Self-Taught Language Program using the intensive "Peter Boyd-Bowman System" developed at the University of Buffalo. WWC foreign students serve as tutors in this program. Many languages not usually available at American universities can be studied, including languages from Asia, Africa, India, and the Middle East. A minimum of 2-weeks residence is necessary to make this program worthwhile, and a longer period is highly recommended.

(85)-Join in a Natural History Backpacking Trip through the Smokey Mountains in the spring...probably 1 week or more.

(86)-Tentative summer "Conference on Experiential Learning" focused on a specific experiential project -- building a geodesic dome in the mountains as a base for joint Warren Wilson - Life Lab - Alpha College activities. Probably a one-week residency would be required (June-July).

CODED RESPONSES FOR SECTION 5:

Fill in the code letters to identify the Life Lab Program-Advisor assigned to work with you.

A. Usually your Advisor's letter code will be the first two letters of his/her first name, and the first two letters of the last name: Check with your Advisor to make sure the letters you use are correct. This is very important!

RATIONALE FOR LIFE LAB LEARNING ACTIVITIES FOR WINTER TERM D10/10/74

....AND WHY WE ASK EACH STUDENT TO PARTICIPATE WEEKLY

A Planning Document -- By Mac Smith

Workshops, seminars, field trips, and other Life Lab sponsored learning activities are not replacements for classes.

We make no attempt, as is made in the classroom, to fully cover any subject matter or "teach" a course.

Learning Experiences generated by Life Lab staff, by students, and by consultants are resources that you must integrate into your own study contract and learning goals. We believe that attending every Life Lab activity would give you a lot of varied experiences, but NOT an education. You are still responsible for designing and directing your own education!

What we hope to provide are a few important pieces you will find useful as you educate yourself. In this regard, our job is to provide "pieces" that might otherwise be hard to find -- the kind of experiences that create connecting "links", that open up new possibilities for expanded horizons, that can bring together much that you may already intuitively know.

Much of what we sponsor should be experiential in nature. You will be encouraged to involve yourself in the learning experience instead of just listening or watching. It also should be "process-oriented." This means we (and you) will "process" our experiences; look at them together, search for their meanings, and share our various points of view.

The reason we try to emphasize experiential and process-oriented learning activities is because we feel these are the kinds that are hardest to find. There are numerous good lecture programs available, as well as excellent classes, plays, films, TV documentaries, concerts and art exhibits. What seems most often lacking is the opportunity to be personally involved in the learning experience, to be part of it; and to learn from the "doing it" rather than from seeing or hearing about it.

We are so used to being told and being shown in schools that we often conclude that these are the only avenues through which "real" learning takes place. In reality, it is my belief that "real" learning doesn't take place this way. In being told or shown something we establish the possibility of learning, but it is only consummated when we try to do something with our new knowledge -- test it out in the real world.

In Life Lab, learning activities get planned in one of several different ways. In the Winter Term these will include the following:

- Special Learning Activities - These generally will be large group activities scheduled on Tuesday morning and Tuesday night each week. They occasionally may be scheduled on Mondays, and rarely on another day depending on the availability of special resource people invited to conduct these sessions. Often faculty and resource consultants from other campuses and the community will conduct the Special Learning Activities.

- Staff-sponsored Sampler Seminars, On-Going Seminars and Field Trips - These should be scheduled anytime other than from 9:30 a.m. to 12:30 p.m. and 7 p.m. to 10 p.m. on Mondays and Tuesdays. (This is to avoid schedule conflicts with Life Lab sponsored Special Learning Activities and with Circle Sharing Meetings and the Special Interest Rap sessions that will follow Sharing Meetings.) Topics for these seminars may be ones in which a staff member has a lot of expertise to share, or they may be subjects a staff member is beginning to explore and is inviting others to share his/her excitement in exploring this new area.

- Student-sponsored Sampler Seminars, On-Going Seminars & Field Trips - Students who have a particular interest they would like to share or learn more about can propose their topics to the Life Lab Program Manager. The Program Manager will ask a staff member to work with the student to schedule a Sampler Seminar or Field Trip. If other students respond they have the option to form an On-Going Seminar.

- Seminars sponsored by "Friends of Life Lab" - Any resource person who would like to put on a seminar for Life Lab can do so in one of two ways. A staff member or student can recommend that person and initiate putting him/her on the Life Lab calendar through the Calendar Committee which screens and coordinates all activities. Or staff and students can invite resource people to any Circle Sharing Meeting. At this meeting the resource person can share briefly his/her interest and then conduct a Special Interest Rap Session immediately following the meeting if others are interested enough to join. If enough want to continue, an On-Going Seminar can be planned.

- Circle Sharing Meetings & Special Interest Rap Sessions - In the Winter Term we will be re-establishing an old tradition in Life Lab. One morning and one evening a week we will hold a Circle Sharing Meeting to be followed immediately by Special Interest Rap Sessions. These usually will be scheduled on Mondays starting at 9:30 a.m. and 7 p.m. Sharing in the circle meeting may take an hour or slightly longer. A Life Lab Coordinator or Director always will participate along with other interested staff and students.

  The sharing time is a chance to express anything -- what you are excited about, your frustrations, announcements, resources, and special interests you would like to discuss with others. Or you can come mainly to hear what others have to share. Any resource person who wants to come can participate and offer to do a special interest seminar as soon as the sharing period is finished. Usually from an hour to two hours will be available after the Circle Meeting for special interest groups to rap together.

PURPOSE OF LIFE LAB SPECIAL LEARNING ACTIVITIES:

The purpose of these activities is to provide us with new perspectives which might increase our understanding of who we are and to give us power over our own lives. These perspectives might be:

1. PERSONAL - new ways for me to see myself, to experience myself, to see my potentials, to understand my blind spots, to open myself to new possibilities, to take more responsibility for my own wellbeing and for who I am and where I am going, to clarify my own goals, etc.
2. INTERPERSONAL - new ways for me to relate to others, to more clearly communicate, to give and accept feedback without feeling defensive, to understand and accept alternative modes of living different from my own, etc.
3. TRANSPERSONAL - new ways for me to see my world and my universe, to appreciate other concepts of reality, to relate to my environment and perceive it from new points of view, etc.
4. EXISTENTIAL - new ways for me to relate to the "wonder" of life itself and my own aliveness, to clarify my values, to reconsider my own basic assumptions about life and death and the purpose of my existence, etc.

STUDENT PARTICIPATION IN THE LIFE LAB LEARNING COMMUNITY -

You, as a Life Lab student, are asked to participate in an average of at least one Life Lab generated Learning Experience each week. The reason for this requirement is not because we believe we are creating the answer to your and everyone's learning needs. It is because in Life Lab you are part of a Learning Community and it is the community's responsibility to discover and help meet at least some of the needs of all its members. So you are part of the resource that makes sure the needs of others are being met. One way you do this is if none of our activities meet any of your needs you make sure we know this and you work with us to provide learning experiences that do meet some of your needs.

For some students the Life Lab activities can be a major resource in their learning, and for others they may be only a minor resource. The main point is that you must make sure that the Life Lab community engages your needs at some level -- whether in a major or minor way.

This is an extremely important issue that can't be overemphasized. Life Lab is not strictly an independent study program nor a personalized correspondence course. Both its origin and its continued existence are based on a concept of community. We want it to be a nonjudgmental community open to all students wherever they are in their own education-development-journey-trip-karma (you make up the label that fits for you). While we want it to accept you nonjudgmentally, we also want it to hold up a mirror (or perhaps sometimes a wall of mirrors) to allow you to see yourself and your world and your relationships from as many different perspectives as possible.

It is in the holding up this possibility of seeing differently that the concept of community plays a key role in enabling persons to think differently, do differently, and be different. In this sense, the role of the Life Lab educational community is not to make anyone "be different" from what they are, but it is to allow them to participate in their own process of "be-coming." And it is my belief that as long as we breath we are not completed persons, we are not finished, but we are, in fact, still in the process of becoming -- of becoming whoever it is we have within us the potential to be.

ON LOOKING FOR THE "REAL ME"

..."There is no fixed, true and real person inside of you or me, precisely because being a person necessarily implies becoming a person, being in process. If I am anything as a person, it is what I:

> think..judge..feel..value..honor..esteem..love..hate..fear..
> desire..hope for..believe in..am committed to..

..."My person is not a little hard core inside of me, a little fully-formed statue that is real and authentic, permanent and fixed; person rather implies a dynamic process. In other words, if you knew me yesterday, please do not think that it is the same person that you are meeting today."

...from John Powell's "Why Am I afraid To Tell You Who I am?", in LL Reserve, Library - also listen to Powell's tapes "Why I Am Afraid To Love" 5269 - 5276.

five/D10/10/74

I'd Pick More Daisies

(Contributed by Bob Handelsman's Grandfather)

If I had my life to live over, I'd try to make more mistakes next time. I would relax. I would limber up. I would be sillier than I have been this trip. I know of very few things I would take seriously. I would be crazier. I would be less hygienic. I would take more chances. I would take more trips. I would climb more mountains, swim more rivers, and watch more sunsets. I would burn more gasoline. I would eat more ice cream and less beans. I would have more actual troubles and fewer imaginary ones. You see, I am one of those people who lives prophylactically and sensibly and sanely, hour after hour, day after day. Oh, I've had my moments and, if I had it to do over again, I'd have more of them. In fact, I'd try to have nothing else. Just moments, one after the other, instead of living so many years ahead each day. I have been one of those people who never go anywhere without a thermometer, a hotwater bottle, a gargle, a raincoat and a parachute. If I had it to do over again, I would go places and do things and travel lighter than I have.

If I had my life to live over, I would start bare-footed earlier in the spring and stay that way later in the fall. I would play hookey more. I wouldn't make such good grades except by accident. I would ride on more merry-go-rounds. I'd pick more daisies.

Exhibit "22-D"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

WORK ORDER NO. ________

INSTRUCTIONS:

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR22J00	Life Lab Interest Listing and Labels	2

SPECIAL INSTRUCTIONS:

Use category selection cards as listed on attached Keypunch Service Request form 3/73 pc.

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: Life Lab
ACCT. CODE: ____________
PHONE EXT.: 6168

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR28J00 PROGRAM

STUDENT INTEREST LISTING (ONE PAGE) FOR MAILING

PURPOSE:

a) The LLR28J00 will produce a one-page mailable listing of available resources in response to students' selected interests.

b) This program will print accompanying mailing labels in zip code order.

c) This program can also print one-page, mailable listings with topics to be determined by need.

PREPARATION:

GENERATING CATEGORY LEGEND CARDS (LONG FORM).

Step #1

Life Lab Systems Co-ordinator and Life Lab Computer Co-ordinator:

a) Select Life Lab staff member to contact individuals or groups that are resources for items listed in the Interest Questionnaire.

b) Develop a description for items on the questionnaire which should include: Category name (e.g., Computer Programming), resource person (e.g., Steve Walfish), location (M-DCC, Life Lab), telephone (e.g., 577-6768), times (Tuesday 1-3 p.m.), a brief description, etc.

Step #2

Life Lab Computer Co-ordinator:

a) Use 80-column M-DCC Key-Punch Service Request Form 3/73 (See

Exhibit "28-A "). Write description for each category by placing the category code in the first 2 columns of every line, the line number in the third column of every line up to nine lines and the description in columns number 4 through number 77, as follows: (From the example above.)

```
CP1 COMPUTER PROGRAMMING
CP2 TALK TO STEVE WALFISH OF M-DCC
CP3 LIFE LAB PROGRAM.  CALL HIM AT
CP4 577-6768, TUESDAY BETWEEN 1 AND 3.
```

b) Take Key-Punch Forms to Computer Center, Room 1675, Downtown Campus.

c) Pick up punched cards. Label deck with the date and words "Interest Questionnaire, Long Form". Store in Computer Coordinator's Office.

GENERATING ADVISOR DESCRIPTION CARDS (LONG FORM)

Step #3

Life Lab Systems Co-ordinator:

a) Send memo to all advisors requesting information on current interests, hobbies, part or full-time work, etc.

b) When this information is received, send to the Computer Coordinator.

Step #4

Life Lab Computer Co-ordinator:

a) Use 80-column Key-Punch Forms 3/73pc. (See Exhibit "28-A ".) Write a maximum of nine lines of description for each advisor based upon informtation returned in Step 3b, above.

The following format is used:

Columns 1 and 2 - Advisor Number

Column 3 - line number

Column 4 through 77 - description

For example:

```
691 STEVE WALFISH-LIFE LAB RESEARCHER-IN-
692 RESIDENCE. KNOWS TESTING, MEASUREMENT,
693 STATISTICS, EVALUATION.  HOBBIES:  BRIDGE,
694 BREAD BAKING AND BEETHOVEN.  AT
695 LIFE LAB, 577-6768.  FEEL FREE TO CALL
696 OR VISIT
```

Step #5

Take completed Key-Punch forms to Computer Center, Room 1675, Downtown Campus.

Step #6

Picks up punched card. Label deck with date and words "Advisors' Descriptions".

Step #7

File in card file in Computer Co-ordinator's Office.

LLR28J00

AFTER STUDENTS FILL OUT INTEREST QUESTIONNAIRE

Step #8

Life Lab Computer Co-ordinator:

a) As Interest Questionnaires are completed and returned, take them to Computer Center, Room 1675, Downtown Campus, to be key-punched.

b) Pick up when ready.

c) Store temporarily in data card box labelled "Interest Questionnaire".

d) Repeat Steps numbers 8a through 8c above as completed. Interest Questionnaires are returned.

e) Mark completed deck "Interest Questionnaire" and date.

Step #9

Life Lab Computer Co-ordinator:

a) Fill out Data Processing Service Request Form JJF-6/7/71 DP11 as follows: (See Exhibit "28-B")

   1) Write in "LLR28J00" under O/S JOB NAME.

   2) Under BRIEF DESCRIPTION write "Student Interest listing - One Page"

   3) Under SPECIAL INSTRUCTIONS write "Use 2-part 8½ x 11 inch paper." This is special paper that is letter size and automatically produces a carbon copy for our records.

b) Take the following items to the Computer Center, Room 1675, Downtown Campus:

LLR28J00

1) Data Processing Service Request from Step 9a, above.

2) Student Interest Questionnaire Cards, stored in Computer Co-ordinator's Office. (See Step 8c, above.)

3) Category Legend Cards - Long Form, stored in Computer Co-ordinator's Office (See Step #7, above.)

4) Advisor Description Cards - Long Form, stored in Computer Co-ordinator's Office. (See Step #7, above.)

Step #10

Life Lab Computer Co-ordinator:

Pick up print-out, labels and cards when ready.

Step #11

Life Lab Computer Co-ordinator:

File cards in card file in Life Lab Computer Co-ordinator's Office.

Step #12

Life Lab Computer Co-ordinator:

File carbon copy of print-out in Computer Co-ordinator's Office. Label print-out with term and year.

Step #13

Life Lab Computer Co-ordinator:

Send original print-out and labels to Systems Co-ordinator for processing and mailing.

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

COMPUTER CENTER

Originator:

Department:

Ext.:

Job Name:

Card Stock Forwarded:

Printing Key Punch: **Interpret:**

Today's Date:

Date Requested:

Date Returned:

```
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
CP1 COMPUTER PROGRAMMING
CP2 TALK TO STEVE WALFISH OF M-DCC
CP3 LIFE LAB PROGRAM. CALL HIM AT
CP4 577-6768, TUESDAY BETWEEN 1 AND 3.

691 STEVE WALFISH - LIFE LAB RESEARCHER-IN-
692 RESIDENCE.  KNOWS TESTING,MEASUREMENT,
693 STATISTICS,EVALUATION. HOBBIES: BRIDGE,
694 BREAD BAKING AND BEETHOVEN. AT
695 LIFE LAB, 577-6768.  FEEL FREE TO CALL
696 OR VISIT
```

3/73 pc

Exhibit "28-B"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR28J00	Student Interest Listing - One page	

SPECIAL INSTRUCTIONS:

Use 2-part 8½ × 11 inch paper

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: Life Lab
ACCT. CODE: ____________
PHONE EXT.: 6768

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR26J00 PROGRAM

MASTER LISTING OF ADVISOR INTERESTS

PURPOSE:

a) The LLR26J00 will produce a print-out listing of advisor interests for use as basis for duplicating handouts.

b) This program may also be used to print lists of information based on the format given below.

PREPARATION:

GENERATING ADVISOR DESCRIPTION CARDS (LONG FORM)

Step #1

Life Lab Systems Co-ordinator:

a) Send memo to all advisors requesting information on current interests, hobby, part or full-time work, etc.

b) When information is received, send to the Computer Co-ordinator.

Step #2

Life Lab Computer Co-ordinator:

Use 80-column Key-Punch Form 3/73pc (See Exhibit "26-A").

Write a maximum of nine lines of description for each advisor based upon information returned in Step 1b, above. The following format is used:

Columns 1 and 2 - Advisor Number

Column 3 - line number

Columns 4 through 77 - description

For example:

691 STEVE WALFISH-LIFE LAB RESEARCHER-IN-
692 RESIDENCE. KNOWS TESTING, MEASUREMENT,
693 STATISTICS, EVALUATION. HOBBIES: BRIDGE,
694 BREAD BAKING AND BEETHOVEN. AT
695 LIFE LAB, 577-6768. FEEL FREE TO CALL
696 OR VISIT

Step #3

Take completed Key-Punch forms to Computer Center, Room 1675, Downtown Campus.

Step #4

Pick up punched cards when ready. Label deck with date and words "Advisors' Descriptions".

Step #5

File in card file in Computer Co-ordinator's office.

The original purpose of this program was to generate a listing of interests, hobbies, etc. of Life Lab Advisors. This information is now available through the Learning Resources Encyclopedia Program - LLR08J00. The Advisor Description legend cards (Long Form) are now a part of the LLR28J00 program (Student Interest Listing-One Page).

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

COMPUTER CENTER

Originator:

Department: Life Lab

Ext.: 6768

Job Name: LLE26T00

Card Stock Forwarded:

Printing Key Punch: ✓

Interpret: ✓

Today's Date:

Date Requested:

Date Returned:

```
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
691 STEVE WALFISH - LIFE LAB RESEARCHER-IN-
692 RESIDENCE. KNOWS TESTING, MEASUREMENT,
693 STATISTICS, EVALUATION. HOBBIES: BRIDGE,
694 BREAD BAKING AND BEETHOVEN. AT
695 LIFE LAB, 577-6768. FEEL FREE TO CALL
696 OR VISIT
```

3/73 pc

248

247

Part IV

Evaluation Programs

PROCEDURE OUTLINE FOR THE LLR01J00 PROGRAM

RESOURCE EVALUATION REPORT

PURPOSE

a) The LLR01J00 program will produce a print-out tabulation of student evaluation responses. These responses are reported in Life Lab Summary Log #3097a (see Exhibit "1-A"), on special audio-visual resource evaluation cards (See Exhibit "1-B") or any form which follows the same format.

b) It will also produce a print-out of any other material, including seminars, etc., provided they are given a 7-character code and are to be rated from 1 to 4 on no more than 3 dimensions.

PREPARATION FOR USE OF AUDIO-VISUAL RESOURCE EVALUATION CARDS

At regular intervals during each semester, the Audio-Visual Department on each campus will send Audio Visual Resource Evaluation Cards to the Life Lab Computer Co-ordinator. These cards represent evaluations of all audio-visual resources. The cards are color-coded for each campus and for Life Lab.

Step #1 - Life Lab Computer Co-ordinator:

Keep Audio-Visual Resource Evaluation cards in color groups as they are received.

PREPARATION FOR USE OF SUMMARY LOGS

Step #2 - Life Lab Computer Co-ordinator:

Three (3) weeks prior to the Final Update, Life Lab Computer Co-ordinator should notify Cluster Leaders and/or advisors to submit to the Life Lab Computer Co-ordinator the Summary Logs #3097a (see Exhibit "1-A") from their students for the current term.

Remind advisor that their name should be on each Summary Log so that the logs can be returned to the advisor for final filing.

Step #3 - Life Lab Computer Co-ordinator:

a) Obtain 4 empty, cardboard data card boxes from Computer Center, Room 1675, Downtown Campus.

b) Label one box "Life Lab-LLR01J00-Resource Evaluation Cards".

c) Label the other three boxes with a campus designation, i.e., North Campus, South Campus, Downtown Campus, and the words "LLR01J00-Resource Evaluation Cards."

Step #4 - Life Lab Computer Co-ordinator:

As the #3097a Summary Logs come into the Life Lab Co-ordinators office, take them to the Computer Center, Room 1675 Downtown Campus, to be key-punched.

Step #5 - Life Lab Computer Co-ordinator:

Pick up key-punched cards and completed Summary Logs which have been stamped "PUNCHED".

Step #6 - Life Lab Computer Co-ordinator:

File the key-punched cards from Summary Logs in card box marked "Life Lab" in Life Lab Computer Co-ordinator's office (see Step #3, above). Add other cards as they are key-punched.

Step #7 - Life Lab Computer Co-ordinator:

The Summary Logs which have been stamped "PUNCHED" should be assembled according to Advisor and return to Advisor's mailbox.

NOTE:

Steps #4 thru #7 should be repeated until all Summary Logs have been processed. Submit on a daily basis. Do not build up a large back-log.

LLR01J00

Step #8 - Life Lab Computer Co-ordinator:

Take color-coded Audio-Visual Resource Evaluation cards to Computer Center, Room 1675, Downtown Campus, to be key-punched.

IMPORTANT:

Submit only cards of one color each time cards are taken to be key-punched. At the semester's end, Audio-Visual Resource Evaluation cards should not be key-punched until the key-punched cards for the Summary Logs have been retured.

Step #9 - Life Lab Computer Co-ordinator:

Pick up key-punched cards and completed Audio-Visual Resource Evaluation cards.

Step #10 - Life Lab Computer Co-ordinator:

File key-punched cards from Audio-Visual Resource Evaluation cards in the cardboard boxes according to campus. Discard Audio-Visual Resource Evaluation cards.

RUNNING THE LLR01J00

Step #11 - Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request form JJF 6/7/71 DP11. Under O/S JOB NAME, write "LLR01J00". Under NUMBER OF COPIES, write "2".

Step #11 - Continued

b) Take one box of key-punched cards from the four marked "LLR01J00-Resource Evaluation". (See Exhibit "1-C".)

c) Take form from Step #11a and box of cards from Step #11b to Computer Center, Room 1675, Downtown Campus.

Step #12 - Life Lab Computer Co-ordinator:

Pick up box of key-punched cards and 2 copies of print-out.

Step #13 - Life Lab Computer Co-ordinator:

Mark the name of the campus or Life Lab, which ever corresponds to the name on the card box on both copies of this print-out.

Step #14 - Life Lab Computer Co-ordinator:

a) Send first copy of this print-out to the Director of Audio-Visual Services of the campus marked on this print-out. If print-out has been marked Life Lab, send to Systems Co-ordinator.

b) File second copy of print-out in binder in Life Lab Computer Co-ordinator's Office.

Step #15 - Life Lab Computer Co-ordinator:

Repeat Step #11 through Step #14 separately for each box of key-punched cards with LL01J00 label.

LLR01J00

TO PRODUCE A COMBINED AUDIO-VISUAL RESOURCE EVALUATION LISTING (EACH SEMESTER)

Step #11 through Step #14 provide a resource evaluation for each campus or Life Lab, individually. To obtain a print-out of combined total evaluations the next 3 steps must be performed. (See Exhibit "1-C".)

Step #16 - Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request Form JJF 6.7.71 DP11. Under O/S JOB NAME, write "LLR01J00. Under BRIEF DESCRIPTION, write "Resource Evaluation". Under "NUMBER OF COPIES, write "4".

b) Take all four boxes of key-punched cards labelled LLR01J00.

c) Take the form from Step #16a and the boxes of cards from Step #16b to the Computer Center, Room 1675, Downtown Campus.

Step #17 - Life Lab Computer Co-ordinator:

a) Pick up key-punched cards and 4 copies of print-out.

b) File key-punched cards in card file in Computer Co-ordinator's Office. Label drawer "LLR01J00" and date.

c) Mark "Combined Audio-Visual Resource Evaluation" on each copy of print-out.

Step #18 - Life Lab Computer Co-ordinator:

Send one copy of print-out to the Director of Audio-Visual Service on each campus. Send one copy to Life Lab Systems Co-ordinator.

LLR01J00

TO PRODUCE A YEARLY AUDIO-VISUAL RESOURCES EVALUATION LISTING (AFTER WINTER SEMESTER)

NOTE: After the Winter Semester the LLR01J00 should be run again using all the Key-Punch cards for the LLR01J00 that have been filed since the previous Winter semester. This yearly print-out will provide evaluation results but this information may be out-of date. The yearly print-out will provide information about usage rates during the past year and this will permit evaluation on this basis. To obtain a yearly print-out of Audio-Visual Resources Evaluation, the next steps must be performed.

Step #19 - Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request form JJF 6/7/71 DP11. Under O/S JOB NAME, write "LLR01J00." Under BRIEF DESCRIPTION, write "Resource Evaluation." Under NUMBER OF COPIES, write "4". (See Exhibit "1-C).

b) Take key-punched LLR01J00 cards for the entire year from card file in Life Lab Computer Co-ordinator's office.

c) Take form from Step #19a and cards from Step #19b to Computer Center, Room 1675, Downtown Campus.

Step #20 - Life Lab Computer Co-ordinator:

a) Pick up cards and 4 copies of print-out when ready.

b) Store key-punched cards for 1 month and then discard if print-out information is complete. Mark box "Discard on" and expected date of disposal.

c) Mark each print-out with the words "YEARLY COMBINED RESOURCES EVALUATION".

Step #21 - Life Lab Computer Co-ordinator:

Send one copy of print-out to Director Audio-Visual Services on each campus and one copy to the Life Lab Systems Co-ordinator.

Exhibit "1-A"

Summary Log: 3097a

ALL CODED RESOURCES FROM LIFE LAB'S "ENCYCLOPEDIA"

(It is very important to use the correct code number for all tapes, films, books and other resources you use which are listed in the Life Lab "Encyclopedia" of Learning Resources. You can get additional copies of this form from your Program Advisor as you need them.)

Student No. ☐☐☐☐☐☐☐

Name ______________________________

Code Number from resource "Encyclopedia"

— Value of Tape to You. (Rate 4 as best & 1 as lowest)

— Clarity of Sound of Tape or general quality of other material

— Source of material: 1(Downtown Campus) 2(North Campus 3(South Campus) 4(Other)

								IDENTIFY RESOURCE	T	P
1 7										
8 14										
15 21										
22 28										
29 35										
36 42										
43 49										
50 56										
57 63										
64 70										
71 77										
1 7										
8 14										
15 21										
22 28										
29 35										
36 42										
43 49										
50 56										
57 63										
64 70										
71 77										

NOTE: **(T)** Report here the approximate time spent on the learning experience including "processing" it. Report in ½ hour and even hour units.

(P) Learning experience processed by (JD) Writing in Journal of Depth Study Workbook; (Ds) Discussion; (An) Analyzing it; (OM) Other Method.

Exhibit "1-B"

MEDIA RESOURCE EVALUATION

YOUR RATING OF THIS MATERIAL IS NEEDED
TO AID IN IMPROVING VALUE AND SERVICE

NAME: ______________________

☐ FACULTY
☐ STAFF
☐ STUDENT

CALL NUMBER

ALPHA ······ NUMERIC

PERSONAL	TECHNICAL	SERVICE
VALUE	QUALITY	QUALITY
↑	↑	↑

USE REVERSE SIDE OF CARD
TO DESCRIBE DEFICIENCIES

RATE FROM 1 TO 4
(4 = HIGHEST; 1 = LOWEST)

PERSONAL, TECHNICAL, SERVICE DEFICIENCIES:

____

____

____

____

____

____

____

____

Exhibit "1-C"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

WORK ORDER NO. __________

INSTRUCTIONS:

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR01J00	Resource Evaluation	4

SPECIAL INSTRUCTIONS: ____________

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: ____________
ACCT. CODE: ____________
PHONE EXT.: ____________

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR50J00 PROGRAM

LIFE LAB FEEDBACK SURVEY

PURPOSE

a) The LLR50J00 produces a tabulation print-out, of students' anonymous responses. It can accommodate up to 75 items with up to six variable responses and one fixed response. This program groups students' responses by Advisor and by total Life Lab student body.

b) The LLR50J00 will also produce a tabulation print-out of any survey which conforms to the limits of the number of items (75 or less) and options (six variable, one fixed).

PREPARATION

Step #1 - Life Lab Management Team:

a) Appoint Feedback Survey Committee composed of Life Lab Staff members and students to review and, if necessary, revise the existing Feedback Survey. This should be done at the beginning of each term.

b) Inform Feedback Survey Committee of deadline date for completion of review and revision. Deadline date should permit sufficient time for review of Feedback Survey by Management Team, duplication of forms and distribution by the eighth week of a sixteen week term or the sixth week of a twelve week term.

LLR50J00

Step #2 - Feedback Survey Committee and Life Lab Computer Co-ordinator:

a) Review previous editions of Feedback Survey (see Exhibits "50-A", "50-B",).

b) Revise most recent form of Feedback Survey, if necessary, according to the following guidelines:

    (1) The maximum number of items is 75.

    (2) Each item can have up to six options for responding.

    (3) The seventh option is reserved for the response indicating that the student feels none of the options provided for that item fit his or her situation. This seventh option should be listed with each item on the Survey.

    (4) Items must be numbered from 1 to 75 for as many items as are needed.

    (5) Options must be numbered from 1 to 7. The LLR50J00 does not accept alphabetic data for responses.

Step #3 - Feedback Survey Committe and Life Lab Computer Co-ordinator:

Include the following instructions for Program Advisors in the Feedback Survey.

a) Distribute one Feedback Survey and on Feedback Survey Response Sheet to each student with the following instructions.

    (1) "Do not place any personal identifying information on the Feedback Survey Response Sheet. This is an anonymous survey."

    (2) "Read each item on the Feedback Survey and select the option that you feel best describes your particular situation."

Step #3 - Continued

(3) "On the Feedback Survey Response Sheet, write in the number of the option you select in the box to the right of the number which matches the item number you are responding to."

(4) "If no option fits how you feel, enter a seven in the box."

(5) "Write your advisor's number in the boxes numbered 78, 79 and 80, one number per box."

b) Collect Feedback Surveys and completed Feedback Survey Response Forms.

c) Place completed Survey Response Sheets in manila envelope.

d) When the maximum number of students have completed the Feedback Survey and prior to the deadline stated by the Systems Co-ordinator, return Feedback Surveys, completed Feedback Survey Response Forms and blank Feedback Survey Response Forms to the Cluster Leader (or equivalent).

Step #4 - Feedback Survey Committee:

a) Produce a rough draft of the Feedback Survey to be used.

b) Submit the draft of the Feedback Survey to the Life Lab Management Team. Draft should include year and semester of intended use.

Step #5 - Life Lab Management Team:

a) Review the draft of the Feedback Survey provided by the Feedback Survey Committee.

b) Revise if necessary and send to Systems Co-ordinator.

Step #6 - Life Lab Systems Co-ordinator:

a) Send a copy of the Feedback Survey to the Life Lab Computer Co-ordinator.

b) Send original copy of Survey to Duplicating Department with request for sufficient number of copies to provide each advisor with twelve copies.

Step #7 - Life Lab Computer Co-ordinator:

a) Upon receipt of copy of the Feedback Survey, determine if there are sufficient copies of the Feedback Survey Response Form (see Exhibit "50 C") to provide one for each student currently enrolled in Life Lab.

b) If there are not enough copies of the Feedback Survey Response Form, request that Systems Co-ordinator order more copies.

c) Take the copy of the Feedback Survey and prepare "Item Description Cards" using the following steps:

(1) Use Keypunch Service Request Form 3/73 pc (see Exhibit "50-D").

(2) Use columns number 1 and number 2 to identify the number of the item on the Survey. For example, item 1 would be coded 01, item 2 coded 02, etc., up to 75 if needed.

Step #7 - Continued

(3) Leave column number 3 blank.

(4) In columns number 4 through number 28, enter a brief description of the item whose number is in columns number 1 and 2, up to a maximum of twenty five letters and spaces.

d) Take completed Keypunch Service Request Forms to Computer Center, Room 1675, Downtown Campus.

e) Pick up key-punched cards and key-punch forms. Mark card desk "Item Description Cards." Include date.

f) Proof-read cards. Return any incorrect cards to Computer Center with corrections noted.

g) Pick up corrected cards, if any, and return to complete deck.

h) Store deck of key-punched cards in card file in Computer Co-ordinator's office.

Step #8 - Life Lab Systems Co-ordinator:

a) Assume responsibility that the following steps are completed at least two weeks prior to Mid-term:

(1) Provide sufficient copies of the Feedback Survey and the Feedback Survey Response Forms, one manila envelope to contain completed response forms and a memo stating deadlines for completing and returning forms.

Step #8 - Continued

(2) Inform cluster leaders or their equivalents that they are responsible for collecting completed forms from advisors and returning them to the Life Lab Computer Co-ordinator.

b) Follow-up to assure that forms are received.

Step #9 - Life Lab Cluster Leaders (or equivalents):

a) Collect Feedback Surveys, completed Feedback Survey Response Forms and blank Feedback Survey Response Forms from Program Advisors.

b) Prior to the deadline stated by the Systems Co-ordinator, return all items in Step #9 to Computer Co-ordinator.

Step #10 - Life Lab Computer Co-ordinator:

a) As Feedback Surveys, completed Feedback Survey Response Forms are returned by Cluster Leaders (or equivalents), do the following:

(1) Store Feedback Surveys and unused Feedback Survey Response Forms in Computer Co-ordinator's office for future use.

(2) Bring completed Feedback Survey Response Forms to Computer Center, Room 1675, Downtown Campus for key-punching as they are returned.

b) Pick up punched cards and Feedback Survey Response Forms marked "PUNCHED".

Step #10 - Continued

c) Label cards "Feedback Survey" and date.

d) Store cards in card file in Computer Co-ordinator's office. File completed Feedback Survey Response Forms in Computer Co-ordinator's office.

e) Repeat Steps #10 a through d until deadline in memo of Step #8 a is reached.

f) After deadline in memo of Step #8 a, store returned Feedback Surveys and unused Feedback Survey Response Forms as in Step #10 a, above but retain completed Feedback Survey Response Forms returned late in a separate folder for System Co-ordinator's use. (This is the only way to determine those who miss the deadline. This material cannot be included in the processing.)

LLR50J00

RUNNING THE LLR50J00 PROGRAM

Step #11 - Life Lab Computer Co-ordinator:

a) One week after deadline date in memo of Step #8 a, fill out Computer Processing Service Request Form JJF 6/7/71 DP11. Under O/S JOB NAME, write "LLR50J00." Under BRIEF DESCRIPTION, write "Feedback Survey". Under NUMBER OF COPIES, write "4". (See Exhibit "50-E".)

b) Take Processing Request form from (a), above, Item Description Cards filed in Cmputer Co-ordinator's office (see Step #7 h) and student response cards filed in Computer Co-ordinator's office (see Step #10 d) to Computer Center, Room 1675, Downtown Campus.

Step #12 - Life Lab Computer Co-ordinator:

a) Pick upprint-outs and cards when ready.

b) Store data cards in card file in Computer Co-ordinator's Office.

c) Separate one copy of print-out by advisor according to advisor number listed at top of each page.

d) Return separated print-out to advisor indicated. Include one copy of Feedback Survey used.

e) Store one complete copy of print-out in Computer Co-ordinator's office.

f) Deliver two complete copies of print-out to Management Team.

Step #13

Discard the completed Feedback Survey Response Forms (see Step #10 d) at the end of the term.

Exhibit "50-A"

LIFE LAB STUDENT FEEDBACK SURVEY

F9.19.74

TO: ALL LIFE LAB STUDENTS

FROM: Mac Smith

Life Lab is a partnership.

To be meaningful, Life Lab requires participation from students as well as staff. The Feedback Survey is an attempt to make sure every student has a chance to participate as a valued partner.

Unless you are TOTALLY HONEST in your responses your participation will make the Life Lab program less meaningful rather than more meaningful. The design of the program requires detailed, frank Feedback from all students. Without such Feedback, planning would be impossible and the future of Life Lab would be in doubt.

If for any reason you or your Program-Advisor do not want to use this method for Feedback, please fill in your computer Feedback card for Number 32 of the Survey. This provides for alternative methods of Feedback that you might prefer. If you and your Program-Advisor decide on another method, it is very important that your Feedback be turned in as soon as possible.

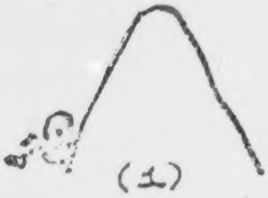
ALL RESPONSES TO THIS SURVEY ARE ANONYMOUS.

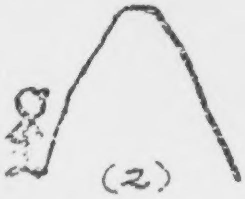
IMPORTANT: 1. Mark your Program-Advisor's number in the space indicated for Sequence Number.

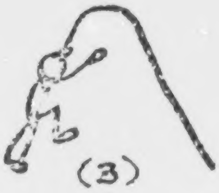
2. DO NOT fill in your student number or name.

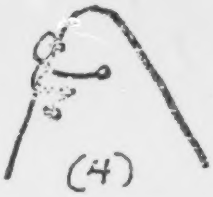
PART I WHERE ARE YOU RIGHT NOW?

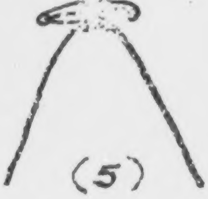
1. If being the person you want to be is the top of the mountain, where are you?


(1)

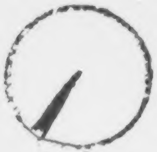

(2)

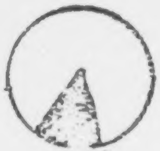

(3)

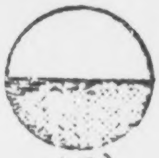

(4)

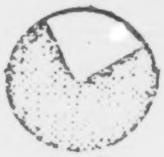

(5)

2. If your life is a pie, how much of it is a learning experience?


(1)


(2)

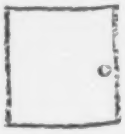

(3)

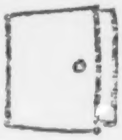

(4)

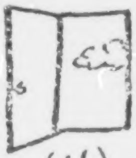
(5)

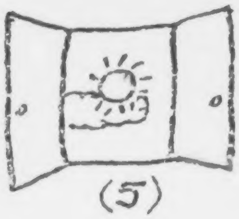
3. If your mind is a door, which one is yours?

(1)


(2)

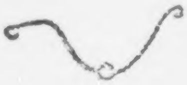

(3)

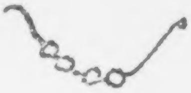

(4)

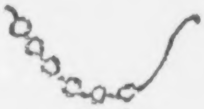

(5)

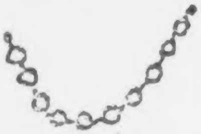
4. If pearls are goals, what have you achieved in the last month?

(1)

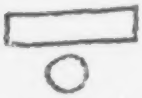

(2)

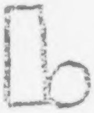

(3)

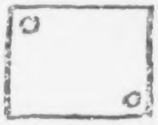

(4)

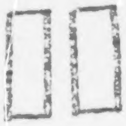

(5)

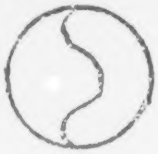
5. Which design best describes your relationship with your Program-Advisor?


(1)


(2)


(3)


(4)


(5)

PART II CHARTING PROGRESS ON YOUR STUDY CONTRACT

6. Overall, I feel that my work on my Study Contract is:
    1. Far behind schedule.
    2. Behind, but I am catching up.
    3. I am on schedule.
    4. I am ahead of schedule.
    5. I've completed my contract and have done the following:
        * Turned in an Evaluation for the term.
        * Completed a Curriculum Plan showing all courses I need for a degree or other educational goal chosen by me.
        * Pre-Registered for the next term (if you plan to continue.)

IN MEETING MY CONTRACT REQUIREMENTS, I FEEL I AM:

7. READING REQUIREMENTS:

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finished.

8. TAPE REQUIREMENTS:

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finishe

9. LIFE LAB SEMINARS, ETC.:

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finished.

10. PERSONAL JOURNAL & AT LEAST 4 "LINKS"

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finished.

11. INTERDISCIPLINARY INTEREST JOURNAL:

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finished.

12. REPORTING HOURS OF LEARNING EXPERIENCES ON SUMMARY LOGS:

(1) Far Behind. (2) A Little Behind. (3) On Schedule. (4) Ahead of Schedule. (5) Finished.

13. WORK ON "A" GRADE CONTRACTS:

~~(1) Does Not Apply (2) Behind Schedule (3) On Schedule. (4) Ahead of Schedule. (5) Finishe~~

13. FIELD TRIP TO SURVEY REGULAR TEXTBOOKS:

(1) Haven't made this Field Trip yet.
(2) I plan to make this Field Trip soon.
(3) I made this Field Trip, but didn't find it very valuable.

14. SUBSCRIPTIONS TO NEW PERIODICALS AS ALTERNATIVE TEXTBOOKS:

(1) I don't plan to subscribe to any.
(2) I plan to subscribe, but I haven't yet.
(3) I have subscribed to one new periodical.
(4) I have subscribed to more than one new periodical.

15. UTILIZATION OF TV DOCUMENTARIES AND EDUCATIONAL TV:

(1) I have not added any new TV programs for my study contract.
(2) I have not added any new TV programs, but I plan to.
(3) I include at least one new TV program each week.
(4) I include more than one new TV program each week.

16. UTILIZATION OF COMMUNITY LEARNING OPPORTUNITIES:

(1) I am not utilizing any Community Learning Opportunities.
(2) I am not now, but I plan to.
(3) I am utilizing Community Learning Opportunities (i.e. Science Museum, Historical Museum, Center for Dialogue, Theosophical Society, plays, concerts, art exhibits, etc.)

17. UTILIZATION OF ADDITIONAL MIAMI-DADE COLLEGE RESOURCES:

(1) I am not utilizing any additional M-D College Resources.
(2) I am not now, but I plan to.
(3) I am utilizing additional Miami-Dade College Resources (i.e. Biology Lab, Learning Skills Lab, library, Audio-Visual Centers, CCEW seminars, other campus facilities, etc.)

PART III CHARTING YOUR "GUT-LEVEL" FEELINGS ABOUT LIFE LAB

18. COMPARED TO A REGULAR CLASSROOM PROGRAM, I FEEL IN LIFE LAB I AM:

(1) Doing less work.
(2) Doing about the same amount of work.
(3) Doing more work.
(4) Systems are too different for a meaningful comparison.

19. COMPARED TO A REGULAR CLASSROOM, I FEEL MY WORK IN LIFE LAB IS:

(1) Less valuable than a regular classroom program.
(2) About the same value.
(3) More valuable.
(4) The values are too different for a meaningful comparison.

20. IN WORKING ON MY LIFE LAB CONTRACT I FEEL:

(1) Very dissatisfied with my own efforts and accomplishments to
(2) A little dissatisfied.
(3) Moderately satisfied.
(4) Very well satisfied.
(5) None of these describe how I feel.

21. IN EVALUATING THE INTEGRITY OF THE LIFE LAB PROGRAM, I FEEL:

(1) For me, deep down, it is mostly a rip off.
(2) It's a little bit of a rip off.
(3) It's equal to credit earned in a regular classroom.
(4) It has more integrity than a regular classroom program.

PART IV CHARTING HOW YOU FEEL ABOUT LIFE LAB STAFF & SERVICES

22. IN MY EXPERIENCE, LIFE LAB STAFF:

(1) Are not nearly as available to students as needed.
(2) Are fairly available, but not as readily as needed.
(3) Are readily available when needed.

23. IN MY EXPERIENCE, LIFE LAB STAFF:

(1) Seem to care more about their own interests than students'.
(2) Care a little, but students' interests are secondary.
(3) Care very much for students and their concerns.

24. IN MY EXPERIENCE, LIFE LAB STAFF:

(1) Need to be better informed about requirements & resources.
(2) Are fairly well informed about requirements & resources.
(3) Are informed and helpful in suggesting valuable resources.

25. IN MY EXPERIENCE WITH LIFE LAB STAFF I FEEL:

(1) It would be very difficult to change Programmer-Advisors.
(2) I can work with other staff, but to change P-As would be awkward
(3) My Programmer-Advisor is very open to the possibility of a change

26. IN MY EXPERIENCE, LIFE LAB STAFF & ATMOSPHERE:

(1) Are not nearly as friendly and helpful as I would like.
(2) Are fairly friendly and helpful some of the time.
(3) Usually are very friendly and helpful.

27. IN MY EXPERIENCE WITH LIFE LAB STAFF I FEEL:

(1) It would be very difficult to see a Coordinator or the Director.
(2) It would be fairly easy to see a Coordinator or the Director.
(3) Life Lab administrators are very accessible to students.

28. IN UTILIZING THE LIFE LAB TAPE SERVICE I FIND:

(1) It is a real hassel - very poor service.
(2) The service is fair.
(3) The service is good.

29. I GET MY LIFE LAB TAPES MOST OFTEN AT:

(1) Downtown Campus.
(2) North Campus.
(3) South Campus.
(4) Some other arrangement.

30. IN FILLING OUT THIS SURVEY I AM:

(1) Not telling the truth as a protest against filling it out.
(2) Not telling the truth sometime to keep from hurting feelings.
(3) Telling the truth as best I can.

31. IN FILLING OUT THIS SURVEY I BELIEVE IT IS:
    (1) Woefully inadequate.
    (2) Fairly adequate.
    (3) Adequate, but not valuable to me.
    (4) Very adequate, and helpful to my understanding of Life Lab.

32. MY PROGRAMMER-ADVISOR & I HAVE AGREED:
    (1) We will not use this survey, but will submit another form of written Feedback instead.
    (2) I am submitting this anonymous survey for my Feedback.

We are waiting
to hear from YOU.....

Exhibit "50-B"

June 2, 1975

MEMORANDUM

TO: All Life Lab Students

FROM: Steve Walfish, Research Co-ordinator Stephen Walfish

SUBJECT: MID-TERM FEEDBACK SURVEY

The attached survey is part of Life Lab's on-going research process. Just as a student must look at progress over the course of study, so must Life Lab look at itself at regular intervals. Your frank and honest responses will point out areas that need improvement and help us concentrate on them.

Remember you do not have to fill in your name or student number on the response card. Just bubble in your Advisor's number where it says "Sequence Number". All responses will be anonymous and confidential. Your Advisor has one envelope addressed to me for each peer group. Place your card in this and seal it. Campus mail will then deliver them to me.

MID-TERM FEEDBACK SURVEY

1. This is my
    1) First term in Life Lab.
    2) Second term in Life Lab.
    3) Third term in Life Lab.
    4) Fourth term in Life Lab.
    5) Fifth or more term in Life Lab.

2. In the peer group meetings
    1) Everyone shares.
    2) A few people do most of the talking.
    3) The program-advisor makes sure everyone gets a chance to speak.
    4) The program-advisor seems to do most of the talking.

3. In peer group meetings, I feel
    1) Very comfortable sharing my experiences.
    2) Slightly uncomfortable but I share my experiences anyway.
    3) Very uncomfortable but I share my experiences.
    4) I only share my experiences if asked.
    5) I try not to share my experiences.

4. When my peer group reacts to my work, I feel
    1) Good about it.
    2) A little uncomfortable with it.
    3) I try not to respond.
    4) They never see my real work.
    5) Only my program advisor's opinion really matters.

5. My reactions to peer group meetings are
    1) They're a valuable experience.
    2) I'd rather have individual meetings with my program-advisor.
    3) They could be better if some people were in a different group.
    4) I just do it because I have to do it.
    5) I can't tell you at this point.

6. When I had to develop goals for my study plan, I did them
    1) Independently.
    2) Independently and shared them at a peer group meeting.
    3) In the peer group meeting with the program-advisor.
    4) In the peer group without the program-advisor.
    5) My program-advisor hasn't told me about goals yet.

7. I feel that the goals and competencies I set for myself this term
    1) Fit me and I should complete them.
    2) Fit me but may be too much for one term.
    3) Don't fit me, really, but I'll do them anyway.
    4) Don't fit me and I'm going to change them.
    5) I don't have any goal or competencies planned yet.

8. When it came to making a study plan, I worked
    1) Independently.
    2) Independently and shared my work at a peer group meeting.
    3) In the peer group meeting with the program-advisor.
    4) In the peer group meeting without the program-advisor.
    5) I haven't heard about study plans yet.

9. When I worked on selecting resources to use during the term, my program-advisor
   1) Knew about them and shared with me.
   2) Knew about them but wanted me to find out on my own.
   3) Didn't know about them but we searched together.
   4) Didn't know about them and I worked on my own.
   5) We didn't talk about resources.

10. Does your advisor
    1) Give you new and varied ideas about learning resources?
    2) Give you pat answers (mechanical responses) about learning resources?
    3) Usually seem puzzled about learning resources?
    4) Always appear at a loss about learning resources?
    5) None of the above really express my feelings.

11. When I have questions about my journal, log, reports, etc., I take them to
    1) My peer group only.
    2) My program-advisor.
    3) My peer group and my program-advisor, during group meetings.
    4) No one, I do the best I can.
    5) What's a journal, log, report, and an etc.?

12. I will know when I reach the goals that I have set for this term because
    1) It will be the end of the term.
    2) My program-advisor will tell me I've reached them.
    3) I can tell because I will have the competencies.
    4) I don't think I'll ever reach them this term.
    5) I don't have goals yet.

13. When I compare Life Lab to the traditional classroom experience, I find
    1) I'm doing more work in Life Lab.
    2) I'm doing about the same amount work in Life Lab
    3) I'm doing less work in Life Lab.
    4) I can't compare because they're too different.
    5) I can't compare because Life Lab is the only college experience I've had.

14. Does your advisor seem to be
    1) Flexible.
    2) Rigid.
    3) Programmed.
    4) Going back and forth all the time.
    5) None of the choices describe the way I see my advisor.

15. Does your advisor seem to be
    1) Able to make things happen by using the systems.
    2) Awed by systems and paperwork.
    3) Naive about the systems.
    4) Hostile about systems and paperwork.
    5) None of the choices describe the way I see my advisor.

16. Does your advisor seem to create
    1) A climate of complete trust.
    2) A climate of limited trust.
    3) A climate of distrust.
    4) A climate that threatens.
    5) None of the choices describe how I see my advisor.

17. Does your advisor seem to be
    1) Completely non-judgmental.
    2) Judgmental in specific, limited areas.
    3) Judgmental almost all the time.
    4) So judgmental that it scares me.
    5) None of the choices describe how I see my advisor.

18. If Life Lab weren't available, I would
    1) Attend regular classes.
    2) Look for a program like Life Lab.
    3) Work on my own, without credit.
    4) Not be in school.
    5) Not know what to do.

19. Overall, I feel registration was
    1) Better than the way it used to be.
    2) Worse than the way it used to be.
    3) About the same as the way it used to be.
    4) I can't answer; it was my first registration.
    5) I can't remember.

20. Which of the steps listed below gave you the most problems?
    1) Interest Inventory.
    2) Payment/Fees.
    3) Financial Aid/LEEP/Loans.
    4) Sociometric Survey
    5) Registrar's Office

21. Which of the steps listed below gave you the second most problems?
    1) Interest Inventory.
    2) Payment/Fees.
    3) Financial Aid/LEEP/Loans.
    4) Learning Style Inventory.
    5) Registrar's Office.

22. Which of the steps listed below gave you the least problems?
    1) Interest Inventory.
    2) Payment/Fees.
    3) Financial Aid?LEEP/Loans.
    4) Learning Style Inventory.
    5) Registrar's Office.

23. We could improve registration by
    1) Returning to last year's system.
    2) Shortening the new system.
    3) Leave everything as it is.
    4) I don't know, I have nothing different to compare it with.
    5) I haven't any idea at all.

24. How much did your program-advisor prepare you for registration?
    1) Not at all.
    2) Just enought to get by.
    3) A little, but not enough.
    4) I was completely prepared.
    5) I'm a new student.

25. Where did you register?
    1) North Campus.
    2) South Campus.
    3) Downtown Campus during registration week.
    4) Downtown Campus after registration week.

26. I feel that the Interest Inventory was
    1) A valuable feedback instrument.
    2) Too short. It had nothing I was interested in.
    3) Too long. Much of it was unnecessary.
    4) I didn't fill one out.
    5) I was confused by it.

27. I feel the Sociometric Survey was
    1) A valuable experience, if I get the results.
    2) Confusing but interesting.
    3) A waste of my time.
    4) I didn't take the Learning Style Inventory.

28. Life Lab staff working registration were
    1) Very helpful.
    2) Helpful but rushed.
    3) Not helpful at all.
    4) Some were helpful but some weren't.
    5) I don't remember.

29. Registrar's Office staff was
    1) Very helpful.
    2) Helpful, but rushed.
    3) Not helpful at all.
    4) Some helped, some didn't.
    5) I don't remember.

30. Trying to understand Life Lab, I find that I'm
    1) Able to understand it easily.
    2) Having a little trouble making the changes.
    3) Having real problems but I expect it to clear up, eventually.
    4) Really struggling and need help.
    5) Not expecting to be back next term.

31. Which of the following do you find most valuable to do?
    1) Peer group discussions.
    2) Listening to tapes, reading books.
    3) Keeping a journal.
    4) Recording events in my logs.
    5) None of the above.

32. Which of the following do you find least valuable to do?
    1) Peer group discussions.
    2) Listening to tapes, reading books.
    3) Keeping a journal.
    4) Recording events in my logs.
    5) None of the above.

33. When it comes to information about Life Lab, my program-advisor
    1) Shares with us.
    2) Would rather we find out on our own.
    3) Both of the above.
    4) None of the above.

34. When you think about the contract, do you feel
    1) It is reasonable.
    2) Sometimes its too much work.
    3) Sometimes its too little work.
    4) Can't say until the end of the term.
    5) Can't say at all; it's not my job.

35. How do you feel about Life Lab?
    1) It's a big ripoff.
    2) It is less valuable than regular classes.
    3) It's a valuable experience and equal to regular credit.
    4) It has more integrity than regular classes.
    5) I can't say.

36. When I want to see my program-advisor other than at peer group meetings
    1) He/she is usually available.
    2) He/she is not usually available.
    3) He/she is available but only at certain times.
    4) I've never had to see my advisor other than at peer group meetings.

37. When it comes to tape service
    1) The service I've gotten has been good and the tape copies were good.
    2) The service has been good but the tape copies were poor.
    3) The service has been poor but the tape copies were good.
    4) The service has been poor and the tape copies were poor too.
    5) None of the above.

38. Where do you go for your tapes most of the time?
    1) Downtown Campus.
    2) North Campus.
    3) South Campus.
    4) Homestead Air Force Base.
    5) I share tapes among my friends most of the time.

39. When I answered this survey, I was
    1) Not telling the truth as a protest against surveys.
    2) Not telling the truth sometimes to keep from hurting feelings.
    3) Telling the truth as best as I could.
    4) Telling you what I thought you would want to hear.
    5) None of the above.

40. How do you feel about this survey?
    1) It could be useful.
    2) It could be useful but missed some important areas.
    3) It didn't ask any questions that really matter to me.
    4) Boy, was this a waste of my time.
    5) I don't know.

41. Would you like to see a student group that would develop its own survey?
    1) Yes.
    2) Yes and I may be willing to work on it.
    3) No.
    4) I don't know.

Exhibit "50-C"

FEEDBACK SURVEY ANSWER FORM

Date ________

Read each item in the Student Feedback Survey. For each item select the answer that best describes your response. Write the number of your answer in the box beside the appropriate item number. If an item or the answers do not fit your situation, fill in a #7 for your answer. Then, write on the back of this form why you found that item irrelevant and make suggestions for making it more appropriate to you.

Item:	Answer:	Item:	Answer:	Item:	Answer	Item:	Answer:
1	☐	19	☐	37	☐	55	☐
2	☐	20	☐	38	☐	56	☐
3	☐	21	☐	39	☐	57	☐
4	☐	22	☐	40	☐	58	☐
5	☐	23	☐	41	☐	59	☐
6	☐	24	☐	42	☐	60	☐
7	☐	25	☐	43	☐	61	☐
8	☐	26	☐	44	☐	62	☐
9	☐	27	☐	45	☐	63	☐
10	☐	28	☐	46	☐	64	☐
11	☐	29	☐	47	☐	65	☐
12	☐	30	☐	48	☐	66	☐
13	☐	31	☐	49	☐	67	☐
14	☐	32	☐	50	☐	68	☐
15	☐	33	☐	51	☐	69	☐
16	☐	34	☐	52	☐	70	☐
17	☐	35	☐	53	☐	71	☐
18	☐	36	☐	54	☐	72	☐

________________________ Advisor's # ☐ ☐ ☐

Advisor's Name — 78 79 80

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

Originator:

Department: Life Lab

Ext.: 6768

COMPUTER CENTER

Job Name: LLR50J00

Card Stock Forwarded:

Printing Key Punch: ✓ Interpret: ✓

Today's Date:

Date Requested:

Date Returned:

01 TERM IN LIFE LAB

02 IN PEER GROUP-SHARING

03 IN PEER GP I FEEL-

3/73 pc

Exhibit "50-E"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR50J00	Feedback Survey	4

SPECIAL INSTRUCTIONS: ________

SUPPLIES FORWARDED: ________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ________

SIGNATURE OF RECIPIENT: ________

ORIGINATOR: ________
DEPARTMENT: Life Lab
ACCT. CODE: ________
PHONE EXT.: 6768

JJF-6/7/71
DP 11
Downtown

PROCEDURE OUTLINE FOR THE LLR45J00 PROGRAM

LIFE LAB STAFF ACTIVITIES LOG

PURPOSE

1) The LLR45J00 program will produce a print-out tabulation of Life Lab Advisors' Activity Logs to include:
    a) Total number of hours reported for each activity by each Advisor.
    b) Percentage of Advisor's total reported work time represented by each activity for each Advisor.
    c) Average value of activity reported by each Advisor.
    d) Average value of each activity for all Advisors.
    e) Average percentage of time reported by all Advisors for each activity.

2) The LLR45J00 will also produce a print-out tabulation of any data to include information as indicated in 1, above.

PREPARATION

Step #1

Life Lab Management Team:

a) Determine the time period to be logged by Advisors and deadlines for the return of completed logs to the Computer Co-ordinator.

LLR45J00

Step #4

Life Lab Computer Co-ordinator:

Take completed Keypunch Service Request Forms to Computer Center, Room 1675, Downtown Campus.

Step #5

Life Lab Computer Co-ordinator:

a) Pick up punched cards when ready.

b) Bind with rubber band.

c) Mark deck of cards "LLR4500, Advisor Name Cards" and date.

d) Store cards in card file in Computer Co-ordinator's office.

Step #6

Life Lab Computer Co-ordinator:

Prepare Activity Title Cards as follows:

a) Take Keypunch Service Request Form 3/73 pc. (See Exhibit "45-B").

b) In columns #1 and #2 write the two-letter code for each activity listed on the back of the Activity Log (See Exhibit "45-A").

c) Leave column #3 blank.

d) In columns #4 through #23, write a brief description of the activity whose two-letter code is in columns #1 and #2 on the same line.

e) Repeat Steps a, b, c, and d, above, until all activities are listed, one per line.

b) Distribute, to all Advisors and the Computer Co-ordinator, a memo indicating the time period to be logged and the deadline dates determined in Step #1a above and copies of the Life Lab Activities Logs. (See Exhibit "45-A".)

Step #2

Life Lab Advisors:

a) Complete Activities Log for time indicated in memo of Step #1b.

b) Return Activities Logs to Computer Co-ordinator by deadline indicated in memo of Step #1b.

Step #3

Life Lab Computer Co-ordinator: Prepare Advisor Name Cards as follows:

a) Take Keypunch Service Request Form 3/73 pc. (See Exhibit "45-B".)

b) In columns #1 through #3 write in the number code for the Advisor. Code number are available from the Systems Co-ordinator.

c) In columns #4 through #23 write in the name of the Advisor whose number is in columns #1 through #3.

d) Use one line for each Advisor.

LLR45J00

Step #7

Life Lab Computer Co-ordinator:

Take Keypunch Service Request Forms 3/73 pc to Computer Center, Room 1675, Downtown Campus.

Step #8

Life Lab Computer Co-ordinator:

a) Pick up punched cards when ready.

b) Mark deck of cards "LLR45J00, Activity Title Cards" and date.

c) Store in card file in Computer Co-ordinator's office.

Step #9

Life Lab Computer Co-ordinator:

Take completed Activities Logs to Computer Center, Romm 1675, Downtown Campus.

Step #10

Life Lab Computer Co-ordinator:

a) Pick up cards and Activities Logs marked "PUNCHED".

b) Mark cards "Activities Logs" and date.

c) Store deck of cards in card file in Computer co-ordinator's office.

d) File Activities Logs in Computer Co-ordinator's office for one semester.

e) Repeat Step #9 and Step #10 until all Activities Logs are key-punched.

RUNNING THE LLR45J00

Step #11

Life Lab Computer Co-ordinator:

Fill-out Data Processing Service Request Form JJF 6/7/71 DP11. Under OIS JOB NAME, write "LLR45J00". Under BRIEF DESCRIPTION, write "Activities Logs". Under NUMBER OF COPIES, write "4". (See Exhibit 45-C)

Step #12

Life Lab Computer Co-ordinator:

Take Data Processing Service Request Form JJF 6/7/71 DP11 from Step #11, the Advisor Name Cards from Step #5, the Activity Title Cards from Step #8 and the Activities Log cards from Step #10 to Computer Center, Room 1675, Downtown Campus.

Step #13

Life Lab Computer Co-ordinator:

a) Pick up print-out and cards when ready

b) File cards separately in card file in Computer Coordinator's office.

Step #14

a) Separate first copy of print-out by Advisor

b) Distribute print-outs to appropriate Advisors in their mail boxes.

c) File second copy of print-out in Computer Co-ordinator's office.

d) Send two remaining copies of print-out to Mangement Team.

Exhibit "45-A" (Part 1)

LIFE LAB STAFF ACTIVITIES LOG

☐☐☐ Advisor's number
1 2 3

Dates: ____________________

Name: ____________________

Activity	Time Spent	Value To Value	
☐☐ 4 5	☐☐ 6 7	☐ 8	________
☐☐ 9 10	☐☐ 11 12	☐ 13	________
☐☐ 14 15	☐☐ 16 17	☐ 18	________
☐☐ 19 20	☐☐ 21 22	☐ 23	________
☐☐ 24 25	☐☐ 26 27	☐ 28	________
☐☐ 29 30	☐☐ 31 32	☐ 33	________
☐☐ 34 35	☐☐ 36 37	☐ 38	________
☐☐ 39 40	☐☐ 41 42	☐ 43	________
☐☐ 44 45	☐☐ 46 47	☐ 48	________
☐☐ 49 50	☐☐ 51 52	☐ 53	________
☐☐ 54 55	☐☐ 56 57	☐ 58	________
☐☐ 59 60	☐☐ 61 62	☐ 63	________
☐☐ 64 65	☐☐ 66 67	☐ 68	________
☐☐ 69 70	☐☐ 71 72	☐ 73	________
☐☐ 74 75	☐☐ 76 77	☐ 78	________

LIFE LAB STAFF ACTIVITIES LOG

☐☐☐ Advisor's number
1 2 3

Dates: ____________________

Name: ____________________

Activity	Time Spent	Value To Value	
☐☐ 4 5	☐☐ 6 7	☐ 8	________
☐☐ 9 10	☐☐ 11 12	☐ 13	________
☐☐ 14 15	☐☐ 16 17	☐ 18	________
☐☐ 19 20	☐☐ 21 22	☐ 23	________
☐☐ 24 25	☐☐ 26 27	☐ 28	________
☐☐ 29 30	☐☐ 31 32	☐ 33	________
☐☐ 34 35	☐☐ 36 37	☐ 38	________
☐☐ 39 40	☐☐ 41 42	☐ 43	________
☐☐ 44 45	☐☐ 46 47	☐ 48	________
☐☐ 49 50	☐☐ 51 52	☐ 53	________
☐☐ 54 55	☐☐ 56 57	☐ 58	________
☐☐ 59 60	☐☐ 61 62	☐ 63	________
☐☐ 64 65	☐☐ 66 67	☐ 68	________
☐☐ 69 70	☐☐ 71 72	☐ 73	________
☐☐ 74 75	☐☐ 76 77	☐ 78	________

Exhibit "45-A" (Part 2)

LIFE LAB STAFF ACTIVITIES LOG - BACKGROUND

The new computerized logging system can be a very valuable tool for Life Lab staff. It gives us the opportunity to clearly document alternative modes of working and flexible uses of time in achieving the goals of our jobs. For instance, I am working on this form at 3:30 a.m. I'll spend an enjoyable couple of hours working on various Life Lab jobs during this peaceful, quiet time. By using this form, I can log these hours, indicate the nature of the work I did, and these "odd hour" activities can be documented as a legitimate part of my job. If, as a staff, we conscientiously use this tool, I think we can accomplish two things:

1. We can maintain and even increase our freedom to work in ways and at times that both suit our individual styles and best accomplish the job we are paid to do.
2. We can document alternative ways of better serving students and using personnel to accomplish the mission of the college.

To earn our "freedom," we have a responsibility to "demystify" our jobs, to make clearly visible what we do, when, and how. Then the merits of our work can be fairly assessed and compared to more traditional modes and work schedules. This kind of accountability, I believe, is essential for the continuation and expansion of the creative opportunities Life Lab has been able to offer both students and staff.

Mac

Mac Smi

ACTIVITIES LOG INSTRUCTIONS:

Use the following code letters in the "Activity" boxes:

SP - Student Peer Groups.
SF - Student field trips.
ST - Student telephone conferences.
SS - Student support, such as orientation, circles, registration, problem solving, etc.
SC - Student individual conferences.
SR - Reading student journals and other materials.
SW - Waiting for students who fail to keep appointments.
SO - Other activities directly involving students.

MC - Meetings with Cluster.
MS - Scheduled staff meetings.
ML - Individually set up meetings with one or more LL staff.
MN - Meetings with predominately non-LL staff (other depts. committees, community.)
MO - Other kinds of meetings.

PR - Planning by research and reading.
PP - Planning and working on projects, new labs, tapes, etc.
PT - Planning and working by telephone.
PO - Other planning and work activities.
PS - Planning Peer Groups, seminars, field trips, etc.
PM - Planning by reviewing media (tapes, films, video, etc.)

AR - Administrative tasks of record keeping, checking printouts, etc.
AD - On duty in office or duty desk, available but no specific assignment.
AC - Counseling with staff and others.
AV - Orienting and/or interviewing visitors to Life Lab
AL - Filling out this log form.
AO - Other administrative activities not listed here.

OA - Other personal activities you want to code and record that are not categorized here.
OB - Other personal activities you want to code.
OC - Other personal activities you want to code.
OD - Other personal activities you want to code.

Use a number code for the "Time Spent" boxes. The two boxes allow you to record fractions of an hour. Use the left box for full hours only. Use the right box for less than an hour. A number 5 in the right box means 5/10, or half an hour. Therefore, a 1 (1/10 of 60 minutes) is counted by the computer as 6 minutes. The number 2 means about 12 minutes, 3 = about 18 minutes, 4 = about 24 minutes, 6 = about 36 minutes, 7 = about 42 minutes, 8 = about 48 minutes, and 9 = about 54 minutes.

Use the "Value to You" boxes to indicate the personal value the activity had for you. Rate on a scale of 1 to 4, with 4 being the highest value and 1 being the lowest.

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

Originator:
Department: Life Lab
Ext.: 6768

COMPUTER CENTER

Job Name: LLR45J00
Card Stock Forwarded:
Printing Key Punch: ✓
Interpret: ✓

Today's Date:
Date Requested:
Date Returned:

```
066BEA LIPPMAN

SP STUDENT PEER GROUPS
SF STUDENT FIELD TRIPS

PT PLAN + WORK-PHONE

SW WAITING-SDNT NO SHOW
```

3/73 pc

Exhibit "45-C"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR45J00	Activities Log	4

SPECIAL INSTRUCTIONS: ____________

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: Life Lab
ACCT. CODE: ____________
PHONE EXT.: 6768

JJF-6/7/71
DP 11
Downtown

Part V

Utilities Programs Used By Life Lab

PROCEDURE OUTLINE FOR THE SAS01J00 PROGRAM

ADDRESS LABELS FROM ADDRESS LIST INFORMATION

PURPOSE:

The SAS01J00 is a Computer Services program which will print address labels from address list information. Address information is provided by user. Special code designation may be used in Columns 77 to 80. If this is used it will appear on label next to zip code.

PREPARATION:

Step #1

a) Take M-DCC Key-Punch Service Request Form 3/73pc specially printed for SAS01J00 (see Exhibit "S1-A"). This form has the job name "SAS01J00" printed at the top center of the page. These forms are available at the Computer Center.

b) Fill out the top portion of the form. Indicate number of copies desired next to the job name. If labels by zip code are desired add "SORT BY ZIP CODE" to SAS01J00 Key-Punch Form. If a special code has been used in columns 77 through 80, write "SORT BY CODE IN COLUMNS 77-80" on SAS01J00 Key-Punch Form.

c) Using one line per address label, print address information as follows:

    1) In columns number 1 through number 20, print addressee's name, one symbol or space per column.

    2) In column number 21 through number 42, print the addressee's street address, one symbol per column.

    3) In column number 43 through number 61, print the addressee's city, one symbol per column.

4) In columns number 62 and 63, print the two-letter abbreviation of the addressee's state. U.S. Post Office Department can supply a list of standard two-letter abbreviations.

5) In column number 64 through number 68, print the addressee's zip code, one number per column. If zip code is not known, leave columns number 64 through number 68 blank.

6) Repeat (1) through (5), above until all desired information has been printed. Use as many forms as needed. Each form can take information for 25 address labels.

TO RUN THE SAS01J00

Step #2

Take forms printed in Step 1, above, to Computer Center, Room 1675, Downtown Campus.

Step #3

Pick up labels, key-punched cards and forms when ready.

Step #4

Proof-read labels. If there are any errors, resubmit address information on a separate form.

Step #5

File cards if labels are to be printed again, otherwise discard.

Step #6

Discard printed key-punched forms.

MIAMI-DADE COMMUNITY COLLEGE KEY PUNCH SERVICE REQUEST

WORK ORDER #

HASP #

Page ____ of ____

Originator:

Department: Life Lab

Ext.: 6768

COMPUTER CENTER

Job Name: SASOL[illegible]0

Card Stock Forwarded:

Printing Key Punch: ✓

Interpret: ✓

Today's Date:

Date Requested:

Date Returned:

LINE #1	LINE #2	LINE #3	ST.	ZIP	CODE
BEATRICE D. LIPPMAN	8951 NE 8TH AVE	MIAMI SHORES	FL	33138	

3/73 pc

PROCEDURE OUTLINE FOR THE SAS03J00 PROGRAM

STUDENT ADDRESS LABELS FROM ADMISSIONS OFFICE FILES RECORDS

PURPOSE

The SAS03J00 is a Computer Services program which will produce address labels from M-DCC student number input. This information is retrieved from the Admissions Office computer records and may not be the students' present address.

PREPARATION

Step #1

a) Use M-DCC, Downtown Campus Computer Services form, FDR 01/76. (See Exhibit "S3-A")

b) Fill out TERM, REQUESTOR, DATE, AND JOB NAME at top of form and DEPTARTMENT and PHONE at bottom. For JOB NAME use SAS03J00. Indicate number of copies right after job name.

c) Use one line per student number column to print each student's M-DCC student number in the seven boxes provided. Each page can hold the student numbers for eighty students.

d) Use additional pages if needed. Put page number on top of each page.

SAS03J00

TO RUN THE SAS03J00

Step #2

Take the completed form(s) from Step #1 to Computer Center, Room 1675, Downtown Campus.

Step #3

Pick up labels and key-punched cards, if any, when ready.

Step #4

Discard key-punched cards if any are returned.

Exhibit "S3-A"

MIAMI-DADE COMMUNITY COLLEGE
DOWNTOWN CAMPUS

TERM 76-1

JOB NAME SAS03J00 - 1 copy

REQUESTOR

DATE

REQUEST#

HASP#

	STUDENT NUMBER							STUDENT NUMBER							STUDENT NUMBER							STUDENT NUMBER							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	

01/76
FDR

DEPT. Life Lab PHONE: 6768

PROCEDURE OUTLINE FOR THE TDM28J00 PROGRAM
UNOFFICIAL TRANSCRIPTS FROM STUDENT NUMBERS
FOR ENTIRE LIFE LAB STUDENT BODY

PURPOSE

The TDM28J00 will produce a print-out of unofficial transcripts from a student number list. This information is stored on a transcript file that contains records from 1970. Transcripts prior to that year are on microfilm at North Campus and must be requested through the Downtown Campus Registrar's Office.

TRANSCRIPTS FOR ALL LIFE LAB STUDENTS

Transcripts for all Life Lab students should be requested after registration has closed for the current semester and all students' information has appeared on the LLR12J00 print-out.

Step #1 - Life Lab Computer Co-ordinator:

a) Use Data Processing Service Request form JJF 6/7/71 DP11 (see Exhibit "T-1").

b) Under JOB NAME, write TDM28J00. Under BRIEF DESCRIPTION, write "Unofficial Transcripts". Under NUMBER OF COPIES, write "1".

c) Complete bottom of form.

Step #2 - Life Lab Computer Co-ordinator:

Take Program-Advisor Assignment Cards for current term. These are used in the LLR12J00 Program and are in card file in Computer Co-ordinator's office.

Step #3 - Life Lab Computer Co-ordinator:

Take form from Step #1 and cards from Step #2 to Computer Center, Room 1675, Downtown Campus.

Step #4 - Life Lab Computer Co-ordinator:

Transcripts will be sent to Registrar's Office, First Floor, Downtown Campus. Pick them up there.

Step #5 - Life Lab Computer Co-ordinator:

a) Pick up Program-Advisor Assignment Cards at Computer Center.

b) Refile cards in LLR12J00 card file in Computer Co-ordinator's office.

Step #6 - Life Lab Computer Co-ordinator:

a) Print-out may be returned in "By Advisor" order. If so, separate print-out in Advisor order.

b) Print-out may be returned in numerical, by Student number order or in alphabetical order. If so, separate each transcript from the print-out and alphabetize the transcripts Refer to latest copy of the LLR12J00 alphabetical print-out to determine the advisor. Group the transcripts by Advisor.

Step #6 - Continued

c) Place transcripts for each Advisor in manila envelope.
Mark Advisor's name on face of envelope and seal.

d) Place Transcript package in proper Advisor's mailbox.

TDM28J00

TRANSCRIPTS FOR INDIVIDUAL LIFE LAB STUDENTS

PREPARATION

Step #7 - Life Lab Computer Co-ordinator:

a) Use M-DCC Downtown Campus, Computer Services. form FDR 01/76. (See Exhibit "T-2").

b) Fillout TERM, REQUESTOR, DATE and JOB NAME at top of form and DEPT. and PHONE at bottom of form.

For JOB NAME, use TDM28J00. Indicate 1 copy next to job name.

c) Use one line per student number column to print each student's M-DCC student number in the seven boxes provided. Each page can hold student numbers for eighty students.

d) Use additional forms if necessary. Put page number on top of each page.

Step #8 - Life Lab Computer Co-ordinator:

Take form from Step #7, above, to Computer Center, Room 1675 Downtown Campus.

Step #9 - Life Lab Computer Co-ordinator:

a) Pick up transcripts at Registrar's Office when ready.

Step #10

Distribute to student via student's Advisor.

Step #11

Discard key-punch cards if these are returned.

Exhibit "T-1"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

WORK ORDER NO. ____________

INSTRUCTIONS:

1. Fill out in duplicate
2. Use 8 position O/S job name (if applicable)

O/S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
TDM28J00	Unofficial Transcripts	1

SPECIAL INSTRUCTIONS: ____________

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ____________ DATE WANTED: ____________ DATE COMPLETE: ____________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: Life Lab
ACCT. CODE: ____________
PHONE EXT.: 6768

311

JJF - 6/7/71
DP 11
Downtown

Exhibit "J-2"

MIAMI-DADE COMMUNITY COLLEGE
DOWNTOWN CAMPUS

TERM 76-1

DATE

JOB NAME TDM28J00 -1 copy

REQUEST#

REQUESTOR

HASP#

STUDENT NUMBER							STUDENT NUMBER							STUDENT NUMBER							STUDENT NUMBER						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7

01/76
FDR

DEPT. Life Lab PHONE: 6768

PROCEDURE OUTLINE FOR THE LLR37J00/LLR38J00 PROGRAMS

LIFE LAB SPECIAL MESSAGE LABELS

PURPOSE These two programs act as one program to print three types of labels in any quantity specified to a maximum of 5 lines, 50 characters per line.

Step #1 Life Lab Computer Co-ordinator:

Upon request for labels (with quantity and message), check information for label to make sure it doesn't exceed five lines, 50 characters per line.

Step #2 Life Lab Computer Co-ordinator:

a) Fill out Data Processing Service Request (Form JJF 6/7/71 DP 11) as follows:
   "LLR37J00/LLR38J00 Life Lab Labels"

b) Write quantity under "Number of Copies".

c) Write desired message under "Special Intructions".

d) Take Data Service Request to Computer Center, Room 1675, Downtown Campus. (See Exhibit "37/38-B".)

Step #3 Life Lab Computer Co-ordinator:

a) Pick up labels when ready.

b) Send labels to requesting party.

Exhibit "37/38-A"

LIFE LAB SHARED MATERIALS. I WANT TO SHARE THIS WITH YOU. PLEASE BRING IT BACK SO OTHERS CAN SHARE IT TOO. NAME OF SHARER -
LIFE LAB INVITES YOU TO SHARE SOMETHING YOU VALUE TOO.

LIFE LAB SHARED MATERIALS. I want to share this with you; please bring it back so others can share it too.
SHARER'S
NAME:
Life Lab Invites You To Share Something You Value Too.

Exhibit "37/38-B"

MIAMI-DADE COMMUNITY COLLEGE
DATA PROCESSING SERVICE REQUEST

Date: ____________

INSTRUCTIONS:

WORK ORDER NO. ________

1. Fill out in duplicate
2. Use 8 position O S job name (if applicable)

O S JOB NAME	BRIEF DESCRIPTION	NUMBER OF COPIES
LLR37J00/LLR38J00	Life Lab Labels	(as needed)

SPECIAL INSTRUCTIONS:

(Print message for labels here)

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 20 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

SUPPLIES FORWARDED: ____________

DATE OF REQUEST: ________ DATE WANTED: ________ DATE COMPLETE: ________

SIGNATURE OF OPERATOR: ____________

SIGNATURE OF RECIPIENT: ____________

ORIGINATOR: ____________
DEPARTMENT: Life Lab
ACCT. CODE: ____________
PHONE EXT.: 6168

JJF-6/7/71
DP 11
Downtown